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ABSTRACT

The minimum requirements for sequential programs in the language arts and related enrichment programs recommended in this document were determined by the results of an Alabama State Department of Education survey, which ranked 60 educational goals in order of importance and in which the top five goals reflected an overwhelming concern for language arts and communication. Following an introduction to the rationale, characteristics, and student goals of the program, the first four sections outline the minimum requirements for listening, speaking, reading, and writing. The next two sections present alternative programs for the middle school/junior high school level and senior high schools. The document concludes with a section on characteristics of special electives related to the language arts for grades 7 through 12. (HTH)

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ALABAMA COURSE OF STUDY: LANGUAGE ARTS
K-12

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INTRODUCTION

Rationale for Language Arts in the School Program

The importance of language arts in the Alabama Course of Study is demonstrated by the results of a study conducted by the State Department of Education in cooperation with the University of Alabama and the Alabama Study Commission.

Representative educators, students, and laymen responding to questionnaires ranked sixty educational goals in order of importance. The goals ranked as the top five reflect an overwhelming concern for language arts and communication.

1. Acquire basic skills and understanding in communication (93 percent of respondents).
2. Use effectively the basic skills in reading (91 percent of respondents).
3. Demonstrate listening habits necessary for gaining intended meaning (85 percent of respondents).
4. Communicate effectively with others in writing (85 percent of respondents).
5. Communicate effectively in speaking (84 percent of respondents).

These top educational goals have determined most of the contents of the Alabama Course of Study: Language Arts in both the 1976 edition and the present revision. Both documents state minimum requirements for sequential programs in listening, speaking, reading, and writing. Both advocate enriched or alternative programs to provide every student with opportunities and incentives for maximum personal development in language arts.

The State Board of Education mandated basic competency education in

a resolution in April, 1977. Accordingly, the Committee of 100 (fifty educators and fifty lay citizens) and subcommittees developed a plan for identifying minimal skills, devising competency tests, piloting tests, administering tests statewide, and providing remediation as needed. The resulting basic competency education booklet, Minimum Standards and Competencies for Alabama Schools, available from the State Department of Education, contains lists of reading and language standards and competencies selected from the Alabama Course of Study: Language Arts. The booklet may be used as a guide for basic competency education.

Important though it is, the booklet should be used to complement, not supplant, the State Course of Study: Language Arts, a more inclusive and more comprehensive document prepared in accordance with Alabama law (Act No. 221, Special Session, 1965). Obviously, many essential skills and concepts, such as those in speaking and listening, cannot be measured with a paper and pencil test. Furthermore, no one intends minimum standards to become the maximum for Alabama students.

The renewed emphasis on basic skills seems to be having a salutary effect. In the spring of 1980, achievement tests in grades one through six plus eight and the Alabama Minimum Competency Tests in grades three, six, and nine indicated much improvement in reading and language throughout the state. Analysis of competency tests disclosed, however, that many students throughout the state were not writing adequately. Implications of these tests are that Alabama schools should continue to improve instruction in basic skills and should strongly emphasize actual writing exercises at all levels.

Achieving language arts goals through a good school program is the

shared responsibility of the community, parents, educators, and students themselves.

Characteristics of a Good School Program in Language Arts

A school program enabling every girl and boy to move toward these goals is necessarily student centered. It recognizes each student's need for identity, understanding, and appreciation and provides for proficiency in the skills of listening, speaking, reading, and writing. It offers relevant experiences in language arts and tailors instruction to the individual. It facilitates movement through sequences of interrelated skills at the student's natural pace, neither forced nor delayed by age and grade norms. If offers stimulating and challenging materials that are multilevel, multisensory, and multicultural in nature. It recognizes and appreciates various dialects, but provides for proficiency in standard American English. It provides for diagnostic and prescriptive teaching in terms of assessed strengths and weaknesses involving teacher-made as well as standardized tests. In addition, it encourages means for students to evaluate their own progress. It provides a rich environment--friendly, orderly, and nonthreatening--always accepting the student as a person of worth and dignity, able to grow in competence and responsibility.

An effective student-oriented language arts program can be achieved by full cooperation and concern of the Governor, legislators, parents, teachers, administrators at all levels, the State Board of Education, local boards of education, the State Department of Education, teacher education institutions, and professional organizations working in concert. From their cooperative efforts will come the funds and staff necessary to

provide leadership for curriculum development and effective teaching; to create environments suitable for learning; to obtain adequate supplies of books, periodicals, audiovisual materials, and other resources; to limit class size and teaching load for maximum efficiency according to standards of the Alabama State Department of Education, the Southern Association of Colleges and Schools, and the National Council of Teachers of English; and to enhance professional growth of all educators.

Time Allocations for Elementary Language Arts Instruction

In the past, a specific, rigid schedule of time was prescribed--by the Alabama Course of Study--for teaching the language arts in elementary programs; however, in light of the need for some flexibility in elementary school schedules, this requirement was dropped. Since then, many elementary schools have operated without adhering to any uniform time allotments. This has produced an unusual lack of consistency among and within systems. This being the case, the Basic Skills Section in the Division of Instructional Services, State Department of Education, and this course of study task force recommend the following minimum amount of time in the elementary grades for instruction in the reading and language skills and concepts in this Course of Study:

Primary grades--2½ hours*
90 minutes--reading
60 minutes--language

Intermediate grades--2 hours*
60 minutes--reading
60 minutes--language

*Instruction in reading for students determined to need additional and special instruction should be in addition to the regular classroom instruction during this time.

A Student's Own Language

From infancy to twelfth grade and beyond, every boy or girl moves on a personal continuum of language. Surrounded by attractive people and things, a baby explores with all senses, demands attention and care, and expresses feelings with sounds and movements. Encouraged by parents, teachers, and other friends, a child develops personal language by playing with sounds and rhythms, sharpening senses, imitating and role playing, tuning in and tuning out, memorizing symbols, and discovering myriad ways to receive and send ideas. Given skillful guidance and approval, the student not only masters thought processes and communication skills, but also acquires habits and attitudes of lifelong learning and companionable living. Language and the person become inseparable.

Language is personal: language belongs to a person, not the person to a language.

A wise teacher recognizes that students cannot be regimented in language progress. They cannot be marched precisely in step with one another along a highway of grade-level materials from Point 1 to Point 12. At their own speed and under their own power, students progress in language like climbers zigzagging up mountains. A teacher, like an experienced mountaineer, points directions and shows paths for surefooted climbing. A teacher can help a student feel proud of his climbing and eager to try the next steps. A good teacher keeps the perspective of a learner, too, seeing with Alexander Pope that "Alps on Alps arise."

General Goals for a Student

Through listening--

1. Follow the thread of conversations and discussions.

2. Become aware of requisite listening skills and endeavor to improve these skills through purposeful effort.

3. Listen analytically and appreciatively.

Through speaking--

1. Express self as completely as required by total environment, including home, school, and community.

2. Become aware of different types and levels of usage, including social and occupational dialects.

3. Perceive the advantage of using standard English dialects in certain community or social situations.

4. Demonstrate competence in language by using it appropriately in a variety of situations and contexts.

5. Articulate and illuminate own point of view on issues of personal importance.

Through reading--

1. Learn to read proficiently and flexibly.

2. Perceive reading as one medium of communication among others, but still a medium through which much information needed in school is transmitted.

3. Recognize opinion, fact, prejudice, and fantasy encountered in reading.

4. Share the experiences of real and fictitious people, perceive their motivations and values, and analyze their problems and possible solutions.

5. Make judgments and decisions based upon investigation and consideration of facts, events, and personal values relevant to the issue.

6. Acquire the ability to learn independently.

Through writing--

1. Understand that, basically, writing is speech written down.

2. Master elements of organization to make writing understandable, unified, and coherent.

3. Master devices and conventions essential to clarity of written communication.

4. Apprehend concepts and principles of grammar necessary for accurate and effective writing.

5. Write legibly and at a rate commensurate with ability.

6. Master basic elements of writing to the extent of being able to apply them appropriately to an assigned or chosen writing task.

7. Recognize, compare, and write about real and imaginary worlds.

8. Communicate clearly with peers, parents, teachers, prospective employers, and other associates.

9. If college-bound, recognize the quality of writing needed for success in college and work with peers and teachers to develop skills to that level.

Through using media--

1. Perceive relationships existing between various media and society at large and also perceive relationships between self and media.

2. Become aware of effects upon users and viewers of various media.

3. Become aware of users' and viewers' effects on media.

4. Develop methods and personal standards for interpreting and evaluating media presentations.

5. Explore media techniques and create media presentations.

For appreciation--

1. Become aware of how language is used: by society at large, commerce, government, the communications media, and self.

2. Develop appreciation for literary communication in the work of peers and professional authors.

3. Understand that personal thoughts are worth recording and that the difference between the student's own work and that of professionals is a matter of growth, talent, and technique.

4. Recognize that much literature is an artistic expression of

alternative ways of living and demonstrate awareness of those ways in discussions centered on specific works of literature.

5. Verbalize sensory images elicited by artistic works.

6. Analyze the differences and similarities between two or more familiar works of art.

7. Appreciate the basic purposes and distinctive uses of listening, speaking, reading, and writing.

School Use of the Course of Study for Language Arts

The Language Arts Task Force of the State Courses of Study Committee would like to remind curriculum specialists, administrators, and classroom teachers that under Section 16-3-15 of the Alabama Code, the State Superintendent of Education shall "prescribe the minimum contents of courses of study for all public elementary and high schools in the state."

The Alabama Course of Study: Language Arts is a foundation upon which curriculum guides may be developed in local school systems. This document itself is not intended to be a complete curriculum.

Schools wanting the framework for a conventional program in language should use the sections titled "Minimum Requirements. . . ." Sequences of skills are listed there in four strands: listening, speaking, reading, and writing.[1] Though listed separately, these strands are interwoven in classroom practice. The approximate grade for introducing a skill is suggested,

[1] In this course of study, when a number of skills are listed to be introduced in the same grade, the order in which the skills are listed is not intended to represent an endorsed or preferred sequence. Decisions concerning the order of presentation of skills within a grade should be made by local educators, taking into account the philosophy, teacher preference, and student needs.

but schools should accommodate students' individual differences in readiness.[2]

Administrators, counselors, and classroom teachers should work together to identify each student's interests, aptitudes, and achievement levels in language skills. To meet individual needs of many students, educators should organize instructional groups and activities carefully.

Elementary schools desiring to accomplish more than minimum requirements will find many suggestions in the narratives accompanying skill sequences and will find useful references listed in the Bibliography.

Secondary schools interested in innovations and a variety of course offerings will find suggestions in the section titled "Alternative Programs. . ." and also in the section titled "Special Electives Related to Language Arts." The Bibliography includes valuable references for curriculum planning.

Secondary schools should observe that in any kind of language arts program for grades seven through twelve the following are required:

1. inclusion and interweaving of the four strands of language arts in every course of the language arts curriculum;
2. thorough instruction in the basic skills and concepts;
3. course content and activities challenging the individual student to achieve optimum, not minimum, levels of language competency and to use language competencies for creative living;
4. twelve semesters of language arts during the six years (7-12);
5. two semesters of language arts per year (unless unusual circumstances cause a local school system to modify this requirement);

---

[2] If a grade level is not placed under the "Is Introduced" column, this indicates that the skill has been introduced at a grade level earlier than those levels included in that section; if a grade level is not placed under the "Is Used Competently" column, this indicates that the skill should not be expected to be used competently by most students during this grade-level group.

6. at least one semester of the twelve with major emphasis on reading selections from American writers (any grade, 10-12);

7. at least one semester of the twelve with major emphasis on oral language (any grade, 7-12);

8. at least two semesters of the twelve with major emphasis on writing (at least one semester for grades 7-9 and at least one semester for grades 10-12);

9. at least two semesters of special instruction in reading skills and language skills for those students in grades 7-9 who are performing one or more years below grade level; and

10. at least two semesters of special instruction in reading and language skills for those students in grades 10-12 who are performing one or more years below grade level.

Any school system needing advice, assistance, or materials for implementing this Alabama Course of Study: Language Arts should apply to the language arts specialist in the State Department of Education, Montgomery.

MINIMUM REQUIREMENTS FOR LISTENING

The old proverb "Nature gave us two ears and only one mouth so that we could listen twice as much as we speak" is aptly stated. Listening has always been an important factor in living, but never more important than today. No generation since the invention of the printing press has so consistently relied upon the power of the spoken word for mass communication as the present generation. Today, teachers realize that systematic instruction in teaching pupils to listen effectively in the modern world is a formidable but essential task.

Listening is the most used of the language skills. Teachers should therefore strive to provide a good listening climate within a well-planned program. The program may vary from school to school, but should include four basic types of listening: attentive, appreciative, analytical, and marginal.

Attentive listening requires that most distractions be eliminated. The attention of the listener should be focused on one person or one form of communication, such as a radio broadcast, a play, a television show, a recording, a lecture, or a telephone conversation.

Appreciative listening is listening for enjoyment. It is used for music, stories, poems, plays, and other forms of entertainment.

Analytical listening is more than attentive listening because the students are expected to respond in a thoughtful way. They may listen to solve arithmetic problems, to discuss specific points in reading, or to master directions.

In marginal listening, one or more distractions are present. For

example, students listen to the radio while doing their homework. Uses of marginal listening in the classroom might include music as a background for creative writing, painting, or small-group work. A good listening program is coordinated throughout the curriculum and is not limited to language arts exercises. The techniques of listening are just as vital to science, mathematics, social studies, art, and other disciplines. Through listening, students may learn a mathematical formula, rules for a game, or instructions for completing a form. In fact, students' success in every subject depends on the ability to listen competently. Students listen to teachers and peers as information is given and as questions are raised. They may use the formula T. L. Q. R.--tune in, listen, question, and review. They employ not only physical processes of hearing but also mental processes of comprehending: listening beyond the words (inferring), understanding relationships (cause and effect), noting logical order, becoming personally and emotionally involved (creative listening), and realizing new relationships.

The subsequent list of skills and techniques of listening should assist teachers in designing good listening programs. Depending upon each student's readiness, teachers may introduce a skill at the time suggested, earlier, or later. Once introduced, the skill should be reinforced and refined in later grades.

A Student's Skills and Concepts of Listening, K-12

	Is Introduced	Is Reinforced	Is Used Competently
Develops good attitudes toward listening			
Looks at speaker	K	1	2-12
Gains a visual image	K	1	2-12
Plays simple games with partners	K	1	2-6
Recognizes the importance of being a good listener	K	1-6	7-12
Shows courtesy when others speak	1	2	3-12
Concentrates on speaker	3	4	5-12
Uses buddy system for reading paragraphs	3	4	5-12
Recognizes and improves listening as a study skill	4-6	7-8	9-12
Listens attentively even though disagreeing with speaker	4-6	7-9	10-12
Adjusts to distractions	5	6	7-12
Verbalizes good listening standards	5	6	7-12
Increases interest span	5	6	7-12
Sits farther from speaker, but still listens attentively	5	6	7-12
Develops personal responsibility as a listener	5-6	7-10	11-12
Develops understanding of cultural differences in speech	7	8-9	10-12
Develops an awareness of listening processes	7	8-9	10-12

	Is Introduced	Is Reinforced	Is Used Competently
Recognizes similarities and differences in word sounds, meanings, uses, and in new words			
Recognizes words with common beginnings and endings	K	1	2-12
Listens for rhyming sounds	K	1	2-12
Plays simple games involving sounds	K	1	2-12
Recognizes and plays games with synonyms, antonyms, and homonyms	2	3	4-12
Hears color and mood words	2	3	4-12
Listens for root words and affixes	3	4	5-12
Hears differences in voiced and voiceless sounds	3	4	5-12
Becomes aware of accents	4	5	6
Separates relevant from irrelevant ideas	4-6	7-10	11-12
Recognizes dialectic differences	5	6	7-12
Recognizes appropriate sentence transforms	6	7-10	11-12
Listens to longer and more complex recordings	7-8	9-10	11-12
Discriminates fine shades of meaning in synonyms	7-8	9-10	11-12
Strives for articulatory discrimination regarding rhythm, intonation, instrumentation, mood effects, and key changes within one complex musical selection	10	11	12

	Is Introduced	Is Reinforced	Is Used Competently
Hears rhythm, intonation, mood effects, changes in key			
Recognizes loud-soft, fast-slow, lively-quiet, staccato-sustained in music	K	1	2-12
Follows music in games	K	1	2-12
Follows clapped or beaten rhythm	K	1	2-12
Follows detailed rhythmic patterns	2	3	4-12
Listens to three-minute recordings	2	3	4-6
Repeats up to four measures of melody	3	4	5-6
Recognizes orchestral selections	3	4	5-12
Describes what music has to say	3	4	5-12
Recognizes musical instruments	4	5	6-12
Participates in part-singing	4	5	6-12
Develops tastes in record selection	5	6	7-12
Remembers details and finds differences			
Repeats details from a simple story	K	1	2-12
Repeats three or four numbers or letters	K	1	2-6
Identifies word that does not belong in a sequence	K	1	2-12
Plays games with words that distort ideas	K	1	2-12
Responds directly to an antonym	2	3	4-12

	Is Introduced	Is Reinforced	Is Used Competently
Hears stopping points in paragraphs	3	4	5-12
Puts series in sequential order	4	5	6-12
Finds poorly constructed sentences and nonsequential arrangement of ideas	5	6-11	12
Isolates phrases that answer questions	5	6	7-12
Listens for main ideas			
Tells what story is about	K	1	2-12
Names main characters	K	1	2-12
Listens to small group discussion and reports main ideas	2	3	4-12
Selects main ideas from recorded speech	2	3	4-12
Picks out action words	2	3	4-12
Summarizes content of speech	4	5-8	9-12
Outlines speech	7	8-11	12
Follows directions			
Plays games with simple directions	K	1	2-6
Follows two-step directions for physical activity	K	1	2-6
Listens and follows directions on records	K	1	2-12
Does one-step mental mathematics problems	3	4	5-6
Repeats assignments given orally	3	4	5-6

	Is Introduced	Is Reinforced	Is Used Competently
Does creative work from listening to directions	3	4	5-12
Follows four-step directions with physical movements	4	5	6-12
Gains information			
Acquires facts to find answers	K	1	2-12
Knows names of classmates and teachers	K	1	2-12
Makes identifications	K	1	2-12
Listens to stories on tapes and records	K	1	2-12
Uses information to play games	K	1	2-12
Listens and follows directions on records	K	1	2-12
Gathers facts on field trips	2	3	4-12
Proceeds with activity after question is answered	3	4	5-12
Conducts simple interview	4	5	6-12
Recognizes main ideas in panel discussion or debate	6	7	8-12
Takes notes on interview or speech	7-8	9-10	11-12
Conducts opinion poll	8-10	11	12
Increases vocabulary and improves choice of words			
Repeats new words	K	1	2-12
Uses colorful words with expression	K	1	2-12

	Is Introduced	Is Reinforced	Is Used Competently
Plays with a word after hearing it	K	1	2-12
Combines words with desired sound effects	K	1	2-12
Learns new words each day	K	1	2-12
Plays games in which meaning is predicted from sound	2	3	4-12
Gets meaning from context	2	3	4-12
Adds adjectives and adverbs	3	4	5-12
Selects effective adjective-noun combinations	4	5	6-12
Recognizes new words on radio and television	4	5	6-12
Listens for figures of speech	4	5	6-12
Uses dictionary or thesaurus to investigate words	4-7	8-9	10-12
Creates original comparisons	4-7	8-9	10-12
Chooses strong verbs, vivid adjectives, specific nouns	9	10-11	12
Searches for the one right word	10	11	12
Enjoys speech, music, and creative noises			
Listens for different kinds of sounds	K	1	2-12
Likes to be read to	K	1	2-12
Identifies sounds on a walk or field trip	K	1	2-12
Listens and visualizes images from music	2	3	4-12

	Is Introduced	Is Reinforced	Is Used Competently
Pantomimes feelings of story characters	2	3	4-12
Distinguishes nature sounds	2	3	4-12
Uses sound effects in story-telling	4	5	6-12
Refines perception through sensory experiences	4-7	8-10	11-12
Seeks opportunities for listening experiences that are personally appealing	5-7	8-10	11-12
Listens creatively for total sensory involvement	10	11	12
Acquires critical and evaluative listening skills			
Expresses like or dislike of a story	K	1	2-12
Demonstrates choice of listening experiences	K	1	2-12
Knows when something is left out	2	3	4-12
Listens to own voice	2	3	4-12
Distinguishes between fact and fantasy	2	3	4-12
Identifies dialects of others and self	7-9	10-11	12
Recognizes the need for analytical listening	8	9-10	11-12
Identifies own prejudices	9-10	11	12
Evaluates speeches by predetermined criteria	9-10	11	12
Detects and identifies various kinds of propaganda	9-10	11	12

MINIMUM REQUIREMENTS FOR SPEAKING

The spoken word is vital in our world of today and tomorrow.

> Speaking is a learned expressive skill. (It is used) to express feelings, convey thought, or influence behavior...For every individual, child or adult, slow or bright, rich or poor, vocationally skilled or unskilled, the ability to listen and to speak effectively is probably the most important asset that he can acquire and maintain throughout a lifetime.[1]

Certainly one of the responsibilities of Alabama schools is to teach children and youth to speak effectively.

From the beginning, inviting classrooms and friendly people should help a boy or girl develop a good self-concept. The teacher should provide such stimulating experiences--real and vicarious--that the student is eager to talk about them. The student should find that the teacher and classmates are willing to listen to him or her; and, in turn, the student should be willing to listen to them.

Classroom arrangements and grouping can facilitate speech development. When there is group planning or group discussion, students soon learn to react to nonverbal cues as well as verbal cues if seats are arranged so that students face each other. Small groups with students working together to plan and carry out projects provide a means of communicating thoughts and feelings. Classrooms arranged with various centers of interest stimulate oral language development by providing ideas which students want to share.

A program for teaching effective oral expression should offer students training in development and organization of ideas, correct usage

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[1]A Joint Committee of the ACEI, ASCD, IRA, and NCTE, Children and Oral Language (Urbana: NCTE, 1964), p. 3.

and enunciation of words, functional grammar, and effective delivery. It should include readiness activities, skill development, and abundant opportunities for students to communicate with one another. Ideally, it should include enjoyable experiences with the arts, field trips, excursions, and resource people so that students will have much to talk about.

The teacher's enthusiasm, interest, and concern for students and their growth are elements essential to a successful program in language arts. As James A. Smith says,

> The development of the skill of communication is the greatest adventure in Man's life. Without it he cannot reason, make known his ideas or absorb the ideas of others. Without it he cannot develop understanding, create empathy, project sympathy, acquire knowledge nor express himself to the Universe.[1]

All language arts teachers should be skillful teachers of speech. They should be models of attentive listening and effective speaking. Teachers should be especially aware of the exceptional child as well as recognize abnormalities of hearing and speech. They should then either provide assistance themselves or arrange it through referral to counselors, therapists, or community agencies. Teachers should also note gifted and performance-minded students and should try to create programs in debate, forensics, and drama.

Not only language arts teachers but also teachers of all other subjects should plan speech experiences. When students have opportunities to talk about a subject they are studying, they are reinforcing the new knowledge. If the student can orally express new information in a unique and personal fashion, the student has comprehended it. After students have read

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[1]James A. Smith, Adventures in Communication: Language Arts Methods (Boston: Allyn and Bacon, Inc., 1972), n. pag.

textbooks and other materials on a certain subject, they should be given time to retell, discuss, or debate on the subject. Thus, students rethink whatever they have taken in and express it in their own way.

The Alabama Course of Study in other subject areas provides further information on listening and speaking as study skills.

The following list of skills and techniques of speaking should help teachers to plan speech programs. Students will, of course, vary widely in their time of readiness and their degree of mastery.

A Student's Skills and Concepts of Speaking, K-6

	Is Introduced	Is Reinforced	Is Used Competently
Learns the basic elements of usage			
Uses conventional (regional) pronunciation with fluency	K-1	2-5	4-6
Develops self-control, taking turns in talking and listening to others	K-1	2-3	4-6
Expresses ideas in complete sentences	K-1	2-3	4-6
Uses the telephone correctly	K-1	2-3	4-6
Uses polite language consistently	K-1	2-3	4-6
Relays messages	K-1	2-3	4-6
Shares ideas and considers the viewpoints of others	K-1	2-4	5-6
Interprets experiences through creative dramatics, puppetry, and role playing	K-1	2-3	4-6
Participates spontaneously in speaking situations among peers	K-1	2-3	4-6
Speaks in a clear, distinct voice	1	2-4	5-6
Retells stories with events in sequence	1	2-4	5-6
Participates in speech improvement activities			
Participates in and contributes to group discussions courteously	2	3-4	5-6
Reads or recites poetry in a group (choral reading)	2	3-4	5-6

	Is Introduced	Is Reinforced	Is Used Competently
Reads or recites poetry and individual recitations	2	3-4	5-6
Develops increased confidence and poise in speaking	2	3-5	6
Uses a varied vocabulary and shows awareness of language patterns	2	3-5	6
Uses language acceptable to peers and adults	2	3-4	5-6
Willingly shares imaginative and real experiences with the class	2	3-5	6
Improves articulation and enunciation	2	3-5	6
Shows awareness of appropriate usage	2	3-5	6
Controls voice volume, pitch, and tone	2	3-5	6
Gives appropriate directions	2	3-4	5-6
Recognizes reasons for change in pitch, stress, and pause	3	4-5	6
Increases vocabulary through descriptive and action words	3	4-5	6
Uses questions as a way of learning	3	4-5	6
Develops increasing confidence in value of own ideas and the ability to express them to an individual or to a group	3	4-5	6
Avoids repetition of points already made and directs questions and comments to speakers other than the teacher	3	4-5	6

	Is Introduced	Is Reinforced	Is Used Competently
Offers imaginative and original solutions to problems	3	4-5	6
Enunciates clearly distinguishable phonemes; projects and modulates appropriately	3	4-5	6
Strives for fluency			
Organizes ideas, develops sequences, and keeps to the topic in oral reports	4	5	6
Develops characterization, portraying characters through voice and action in simple plays	4	5	6
Demonstrates ability to change meaning by changing inflection and tone of voice	4	5	6
Speaks effectively using notes or outlines	4	5	6
Acquires poise in expressing own ideas and respects ideas of others	4	5	6
Participates in choral speaking and informal drama; enjoys sharing these creative activities with others	4	5	6
Discusses differences of vocabulary, pronunciation, and grammatical form after hearing speakers or recordings from other geographical regions	4	5	6
Interviews people to secure information about specific topics	4	5	6
Makes and acknowledges introductions gracefully	4	5	6

	Is Introduced	Is Reinforced	Is Used Competently
Makes announcements	4	5	6
Exhibits positive attitudes toward speaking	4	5	6
Becomes aware of own voice and platform habits	4	5	6
Refines skills			
Interprets character effectively while reading prose or poetry	5	6	
Becomes at ease in speaking situations	5	6	
Disagrees (if necessary to disagree) with courtesy	5	6	
Directs comments and questions to classmates as well as to the teacher	5	6	
Develops understanding that language should be appropriate to speaker, audience, time, and place	5	6	
Expresses increasingly complex ideas	6		
Discusses usage for formal and informal language situations	6		
Becomes more discriminating and less self-centered in the selection of topics of conversation and discussion	6		
Tells original stories effectively	6		
Becomes proficient in creating informal drama with material derived from social studies, literature, newspaper stories, and other sources	6		
Learns to question courteously the statements of others	6		

A Student's Skills and Concepts of Speaking, 7-12

	Is Introduced	Is Reinforced	Is Used Competently
Learns the basic elements of social conversation			
Developing sensitivity as an individual speaker to the listener	7	8-9	10-12
Expressing and responding to ideas in pairs and small groups (with prearranged subject)	7	8-9	10-12
Participates in speech improvement activities			
Improving articulation, enunciation, and pronunciation through choral speaking and specific exercises which stress articulatory discrimination (seeing and hearing the same sound)	7	8	9-12
Emphasizing the need for different spoken languages for different occasions, such as home language and school language	7	8	9-12
Using the tape recorder to improve speaking	7	8-9	10-12
Varying usage according to subject, audience, occasion, time, and place	7	8-10	11-12
Checking personal speech by means of dictionaries, thesauruses, and other references	7-9	10-11	11-12
Using formal exercises to develop clear speech	8	8-9	10-12

	Is Introduced	Is Reinforced	Is Used Competently
Recognizing the value of appropriate oral language in all careers	8-10	10-11	11-12
Evaluating personal speech habits and the speech of others	9-10	11	12
Reviewing functional grammar		9-10	11-12
Practicing appropriate usage		9-10	11-12
Studying the levels of usage heard on the school campus and elsewhere in the community	10	10-11	11-12
Developing guidelines for appropriate usage	10	11	12
Choosing the word and the sentence most appropriate to the oral context and purpose	10	11	12
Distinguishes between standard and nonstandard dialects			
Listening to examples and discussing them	7	8-9	10-12
Noting environmental influences	7	8-9	10-12
Expressing interest in and appreciation of dialectical patterns and forms	7	8-9	10-12
Observing that speakers may expand language to include other dialects	7	8-9	10-12
Learns simple parliamentary procedures			
Demonstrating ability to participate in a meeting effectively	7	8-9	10-12

	Is Introduced	Is Reinforced	Is Used Competently
Demonstrating ability to conduct a meeting effectively	7	8-9	10-12
Participates in simple improvisations			
Involving group discussions and decisions	7-9	10	11-12
Including verbal and non-verbal presentations	9-10	11	12
Participates in group discussions			
Learning problem-solving techniques	7	8-9	10-12
Learning to appreciate ideas of others	7	8-9	10-12
Distinguishing between fact and opinion	7	8-9	10-12
Using democratic procedures	7	8-9	10-12
Using topics related to the student's other classes	7	8-9	10-12
Learning to suspend judgment and to change opinion in light of new evidence	8	9-10	11-12
Using informal and debate techniques to develop ideas	8	9-10	11-12
Emphasizing organization and presentation of ideas	8-10	9-11	11-12
Developing skills of reasoning and critical thinking	8-10	9-11	12
Using thought-developing processes to solve problems	9	10-11	12
Using world events and issues as topics	10	11	12

	Is Introduced	Is Reinforced	Is Used Competently
Expressing personal feelings, beginning with phrases like "In my opinion," "I think," and "It seems to me"	10	10-11	11-12
Developing individual or group analysis of a topic under discussion	10	11	12
Prepares and delivers informal talks			
Accepting a gift or an award	7	8-9	10-12
Making announcements	7	8-9	10-12
Sharing ideas from readings	7	8-9	10-12
Engaging in informal debate	8	9-10	11-12
Introducing someone	8-9	9-10	10-12
Prepares and delivers formal speeches			
Developing standards for appropriate usage of vocabulary and grammar	7	8-9	10-12
Using a microphone	8	9-10	11-12
Learning how to use audio-visual aids while speaking	8	9-11	12
Learning how to gather and organize information	9	10-11	12
Learning how to persuade an audience	9	10-11	12
Learning how to entertain an audience	9	10-11	12
Learning patterns of organizing information	9	10-11	12
Learning techniques of formal debating	9	10-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Developing skills for effective oral delivery	9	10-12	12
Uses techniques for gaining confidence in speaking situations			
Preparing material adequately before delivery	7	8-10	11-12
Eliminating fear by speaking often	7	8-10	11-12
Using natural gestures	7	8-10	11-12
Participates in drama activities			
Involving analysis of characters and events	7	8-10	11-12
Organizing ideas for expression	7	8-10	11-12
Improvising scenes from literature	7	8-10	11-12
Using appropriate language for time, character, and place	7-8	9-10	11-12
Attempting to speak other dialects	9	10	11-12
Improvising original scenes	9	10	11-12
Participates in oral interpretations of literature			
Reading poetry aloud individually or in chorus		7-10	11-12
Presenting book reports in a unique way, such as using visual aids	9	10	11-12
Using Readers' Theatre techniques	9	10-11	12
Presenting interpretations to the class	9	10-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Evaluates television programs			
Giving oral analyses of programs	7-8	9-10	11-12
Distinguishing various program categories, such as dramas, situation comedies, and news broadcast documentaries	9	10	11-12
Distinguishing between fact and opinion		7-9	10-12
Learns the origin and use of a variety of speech patterns			
Becoming aware of the range from informality to formality, standard to nonstandard	8-10	11	12
Becoming aware of the use and the abuse of language	9-10	11	12
Becoming aware of nuances of language	11	12	12
Recognizing speech patterns existing in the locale	11	12	

MINIMUM REQUIREMENTS FOR READING

Reading is an integral part of the total process of communication. It contributes to an individual's development in many ways. It is the method by which a large amount of each individual's knowledge is acquired. For youngsters, it provides a major source of instruction; and for adults, it becomes the primary means of collecting information. It helps us to get and hold jobs; it keeps us informed and allows us to meet with great minds; and it becomes, at best, a readily accessible source of enjoyment for a lifetime. Fortunate are those who learn to read, for, as Sir Francis states, "Reading maketh a full man." Those who fail to master this complicated process are doomed in our modern society to a half-life of insecurity and deprivation. To live securely and fully in today's world, people must be in communication with the world around them.

Because learning to read is so important, teachers are impressed with the need to deliver reading instruction of sound quality. This type of instruction quite obviously cannot be provided in a haphazard fashion. It must instead be a paragon of organization. The skills to be taught should be readily identified, and the sequence of presentation should be clearly delineated if reading programs are to be implemented in a manner that will insure success. Such organization is the rationale for this document.

The Alabama Course of Study: Language Arts should guide the teachers of our state in providing the best possible instruction to our students. While this document is representative of the reading instruction that should be provided, teachers are reminded that these guidelines depict

only the minimum requirements in each area. Consequently, teachers are encouraged to capitalize on the flexibility that is afforded them. While we recommend that teachers follow closely the guidelines presented, we also recommend that they expand and refine their daily lessons as needed so that students will receive as much personalized instruction as possible.

Teachers are also reminded that the scope and sequence of this document is representative of a general framework which is suggested for teaching reading. Although this framework lists the numerous skills involved in reading, we must realize that reading is much more than a set of skills. While delivering the necessary skill instruction, teachers should also emphasize the acquisition of meaning. When skill study is isolated from the pursuit of meaning, the former is of little value. We must also realize that students learn to acquire meaning in different ways. For this reason, some skills may need to be taught to some students by following a particular order; for other students, a different order may be needed. Some concepts may require formal presentations, and some may be taught incidentally. The choice of order and methods must depend on whether or not the reader is getting the message, for that must be our goal.

Since the scope of the reading program encompasses more than a sequence of skills, it also includes the relationship of reading to other areas; therefore, following the sequence charts are sections covering reading in literature, reading in content areas, and corrective and remedial programs.

A Student's Skills and Concepts of Reading, K-3

	Is Introduced	Is Reinforced	Is Used Competently
Perceptive Skills			
Auditory Discrimination			
Distinguishes among various gross sounds made by objects	K-1	1	2-3
Identifies names of letters in sequence	K-1	1	2-3
Follows simple oral directions	K-1	1-2	3
Hears rhyming elements in words	K-1	1-2	3
Recognizes similarities and differences in initial and final sounds	K-1	1-2	3
Recognizes similarities and differences between the soundsof simple words	K-1	1-2	3
Discriminates words of varying lengths	K-1	1-2	3
Visual Discrimination			
Distinguishes between gross differences in pictures	K-1	1	2-3
Interprets pictures critically	K-1	1	2-3
Distinguishes likenesses and differences in colors, shapes, letters, numbers, directionality, and simple words	K-1	1	2-3
Recognizes the relationship of part-to-whole and demonstrates ability to assemble simple puzzles	K-1	1	2-3
Follows left-to-right sequence	K-1	1	2-3

	Is Introduced	Is Reinforced	Is Used Competently
Word recognition			
Associates spoken word with printed words	K	1	2-3
Identifies words by pictures	K	1	2-3
Develops interest in words and symbols	K-1	1	2-3
Identifies names of upper and lower case letters	K-1	1	2-3
Matches upper and lower case letters	K-1	1	2-3
Identifies words associated with numerals 1-10	K-1	1	2-3
Recognizes words in daily-life activities	K-1	2	2-3
Recognizes words with both upper and lowercase letters at beginning	1	1	1-3
Recognizes Basic Sight Vocabulary: Dolch's 220, Fry's Instant Words, Hillerich's 240 Starter Words, Allen's 230 High Frequency Nouns	1	1	2-3
Uses word clues, such as configuration, visual patterns of rhyming words, and picture clues	1	2	3
Word meaning			
Develops adequate listening and speaking vocabulary to understand and convey simple words and ideas	K	1-2	3
Uses picture dictionary	1	1	2-3
Infers meaning of unknown words from context clues	1	2	3

	Is Introduced	Is Reinforced	Is Used Competently
Uses intention of context to understand specific meaning of words with multiple meaning	2	3	
Uses synonym and antonym clues to get the meaning of unfamiliar words	2	3	
Recognizes homonyms	2	3	
Uses beginning dictionary as a form of word attack	3		
Phonetic analysis			
Identifies names of consonants	1	1	2-3
Identifies consonants and vowels in words	1	1	2-3
Identifies names of vowels	1	2	3
Identifies consonant sounds heard in initial, final, and medial position	1	2	3
Learns sounds of initial two-letter consonant blends and digraphs in words	1	2	3
Identifies and learns sounds of diphthongs	1	2	3
Begins to apply phonic elements to decode words	1-2	3	
Identifies short and long vowels in words	2	2	3
Identifies three-letter blends in words	2	2	3
Identifies consonants' second sounds	2	3	3

	Is Introduced	Is Reinforced	Is Used Competently
Identifies the schwa sound	2	3	3
Identifies R-controlled vowels	2	3	3
Phonics generalizations			
In the initial position, y represents a consonant sound; in other positions, a vowel sound	1	2-3	
When c and g are followed by e, i, or y, they usually represent soft sounds	2	2-3	
When c and g are followed by a, o, or u, they usually represent hard sounds	2	2-3	
A single vowel letter followed by a consonant other than r usually represents its short sound in an accented syllable	2	2-3	
A single vowel letter followed by a single consonant, other than v, and a final e usually represents its long sound, and the e is silent	2	2-3	
Structural analysis			
Notes endings, such as s, ed, and ing	1	2	3
Recognizes compound words	1	2-3	
Recognizes common word families	1	2-3	
Recognizes basic prefixes and suffixes	2	3	

	Is Introduced	Is Reinforced	Is Used Competently
Recognizes root or base words	2	3	
Notes other endings, such as ly, est, es, ies	2	3	
Recognizes contractions	2	3	
Applies syllabication rules to divide words into syllables	3		
Comprehension			
Literal Comprehension			
Classifies concrete objects, pictures, and words	K	1-3	
Identifies main idea in pictures, sentences, and short stories	K	1-3	
Follows printed directions	1	2-3	
Recalls detail questions from stories read aloud and silently	1	2-3	
Recognizes proper sequence of events, statements, and plot	1	2-3	
Recognizes character traits	2	3	
Recognizes cause-and-effect relationships	3		
Inferential Comprehension			
Interprets pictures and makes inferences about stories read orally and silently	K	2-3	
Relates story contents to own experiences	1	2-3	
Develops ability to predict outcome	1	2-3	

	Is Introduced	Is Reinforced	Is Used Competently
Interprets moral lessons from fables	3		
Makes generalizations from reading	3		
Critical reading			
Distinguishes between real and imaginary events	1	2	3
Makes judgments of worth, desirability, and acceptability	1	2-3	
Develops ability to arrive at generalizations and logical conclusions from given facts	1	2-3	
Makes character judgments from stories read	2	3	
Recognizes simple cause and effect relationships	3		
Oral reading			
Reads clearly and distinctly with appropriate phrasing, tone, volume, rate, and fluency	1	2	3
Displays good posture and handles book effectively when reading orally	1	2	3
Develops ability to acknowledge simple punctuation, such as the period, comma, question mark, and exclamation mark to express meaning	1	2	3
Comprehends materials when reading aloud	1	2	3
Uses correct pronunciation	1	2-3	

	Is Introduced	Is Reinforced	Is Used Competently
Silent reading			
Reads without vocalizing or moving lips	1	2	3
Reads without head movement	1	2	3
Reads more rapidly silently than orally	1	2	3
Reads without finger pointing	1	2	3
Comprehends material read silently	1	2-3	
Study Skills			
Readiness			
Follows oral directions	K-1	2	3
Maintains adequate attention span	K-1	2-3	
Follows printed directions	1	2-3	
Works independently	1	2-3	
Accepts responsibility for completion and quality of work	1	2-3	
Location of information			
Uses picture and beginning dictionary	2	2	3
Uses table of contents	2	2	3
Recognizes alphabetical order of words using first and second letters	2	2-3	3
Develops ability to locate sentences that verify answers to specific questions	2	3	

	Is Introduced	Is Reinforced	Is Used Competently
Uses maps, globes, and charts to locate information	3		
Uses index and glossary	3		
Uses telephone book	3		
Uses card catalogue	3		
Organizational skills			
Groups similar words	1	2	3
Recognizes organization of events in logical order	1	2-3	
Identifies parts of a book	3		
Uses beginning outlining skills	3		
Makes simple generalizations about a related task	3		
Classifies and categorizes items and ideas	3		
Summarizes short passages using basic information	3		
Reading Interest and Appreciation			
Interest			
Shows interest in books and learning to read	K-1	2-3	
Enjoys being read to	K-1	2-3	
Enjoys discussion of books	K-1	2-3	
Voluntarily reads books	1	2-3	
Uses school and public library for recreational reading and study	1	2-3	

	Is Introduced	Is Reinforced	Is Used Competently
Appreciation			
Enjoys author's style	1	2-3	
Recognizes reading as a source of enjoyment	1	2-3	
Identifies character traits and interprets character's feelings	1	2-3	
Enjoys dramatizing stories read	2	3	
Enjoys illustrating stories read	2	3	
Owns several books	2	3	
Makes comments about quality of books read	3		

A Student's Skills and Concepts of Reading, 4-6

	Is Introduced	Is Reinforced	Is Used Competently
Word Attack			
Word recognition			
Learns new words in content fields	4	5-6	
Recognizes similarities in known words, compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions		4-5	6
Recognizes unusual characteristics in words: silent letters, digraph variations, irregular letter-sound relationships		4-5	6
Reviews and masters basic sight words			4
Recognizes words in daily-life activities		4-5	6
Uses context clues for word recognition		4-5	6
Word meaning			
Identifies correct meaning of a multi-meaning word	4	5-6	
Interprets word meanings	4	5	6
Uses context clues for word meaning		4-5	6
Uses dictionary and glossary for word meaning		4	5-6
Understands and provides synonyms and antonyms		4	5

	Is Introduced	Is Reinforced	Is Used Competently
Learns abstract meanings of words	5	5	6
Recognizes figurative and colorful expressions, such as metaphors, similes, and idioms	5	5	6
Recognizes and appreciates imagery	5	6	
Learns to distinguish between formal and informal language	5	6	
Learns to appreciate colloquialisms in reading	5	6	
Understands homophones and homographs		5	6
Word Analysis			
Structural analysis			
Recognizes that if the first vowel is followed by two consonants, the first syllable usually ends with the first consonant	4	5	5
Recognizes that if the first vowel is followed by a single consonant, the consonant usually begins the second syllable	4	5	6
Recognizes that the letter x always goes with the preceding vowel to form a syllable	4	5	6
Recognizes that the letters ck go with the preceding vowel, and end the syllable	4	5	6

	Is Introduced	Is Reinforced	Is Used Competently
Recognizes that root words are not divided		4	5-6
Recognizes that blends are not divided		4	5-6
Recognizes that when there is an r after a vowel, the r goes with the vowel		4	5-6
Recognizes that each syllable must contain a vowel or vowel sound and a single vowel may be a syllable		4-5	5-6
Recognizes suffixes and prefixes as syllables with meanings of their own		4-5	6
Recognizes that if a word ends with le preceded by a consonant, the consonant usually begins the last syllable	5	6	6
Accent Clues			
Notes that affixes are seldom accented	4	5	6
Recognizes that the first syllable in a two-syllable word is usually accented, unless it is a prefix		4-5	6
Notes that the accent is usually on the root word		4-5	6
Phonetic analysis			
Learns variant vowel sounds	4	5-6	
Reviews and uses phonetic skills introduced in primary grades		4	5-6

	Is Introduced	Is Reinforced	Is Used Competently
Recognizes and understands diphthongs		4	5-6
Recognizes and understands more complete concepts related to consonants, blends, long and short vowels, and vowel digraphs such as ee, ea, au, ay, and ou		4-5	5-6
Reviews and uses vowel and consonant generalizations introduced in primary grades		4-5	5-6
Use of dictionary and glossary			
Understands the meaning and use of phonetic spelling	4	5	6
Learns to use the pronunciation key at the bottom of the page	4	5	6
Learns to balance the use of context and consultation of the dictionary or glossary	4	5	6
Learns the meaning of secondary accent marks	4	5-6	
Applies the alphabetical arrangement of words in dictionary use		4	5-6
Learns to select the meaning which fits the word in context		4	5-6
Learns to use guide words		4-5	6
Learns to divide the dictionary to determine where one-third or one-fourth of the words may be found		4-5	6

	Is Introduced	Is Reinforced	Is Used Competently
Comprehension			
Literal and inferential comprehension			
Learns to identify key words and topic sentences	4	5	6
Learns to distinguish between fiction and nonfiction	4	5	6
Uses the rules of punctuation in comprehension	4	5	6
Learns to interpret italics	4	5	6
Learns to check parentheses for further meaning	4	5	6
Learns to distinguish among fact/fantasy/opinion	4	5-6	
Recognizes irrelevant statements in a selection	4	5-6	
Learns to identify the mood of a reading selection	4	5-6	
Learns to apply interpretative and creative thinking	4	5-6	
Learns to find the main idea by choosing titles for materials read		4	5-6
Learns to summarize		4	5-6
Learns to find details and select facts to remember		4-5	6
Learns to select facts to support main ideas		4-5	6
Learns to arrange ideas in sequence		4-5	6
Learns to give meaning to quotation marks		4-5	6

	Is Introduced	Is Reinforced	Is Used Competently
Recognizes and understands relationships		4-5	6
Recognizes and understands inferences of a reading selection		4-6	
Makes generalizations from reading		4-6	
Categorizes words and ideas		4-6	
Follows written directions to complete a task		4-6	
Learns to recognize propaganda	5	6	
Study skills			
Learns to use study guides	4	5	6
Reads newspapers regularly	4	5	6
Learns to locate and use title page, author, illustrations, publisher, copyright page, and index	4	5-6	
Learns sequencing of ideas or events		4-5	6
Locates specific information by scanning		4-5	6
Locates information by skimming		4-5	6
Uses charts, graphs, tables, and illustrations		4-5	6
Uses maps, globes, and atlases		4-5	6
Learns skills of outlining and note-taking		4-6	
Uses encyclopedia and other reference materials		4-6	

	Is Introduced	Is Reinforced	Is Used Competently
Learns to locate information in encyclopedia and other reference materials		4-6	
Identifies appropriate sources to obtain information on goods, services, and day-to-day events	5	6	6
Appreciation			
Interprets descriptive words and phrases	4	5	6
Enjoys reading for pleasure		4-6	
Interprets story ideas		4-6	
Identifies mood of selection		4-6	
Identifies character traits and interprets character's feelings		4-6	
Identifies the author's purpose	5	6	

Reading in Literature, K-6

Appreciation and enjoyment of reading which literature fosters are just as important as the mastery of reading skills emphasized by this Alabama Course of Study: Language Arts. The fact that more space is not allocated to literature does not mean that it is of lesser value in the total reading program. Children enjoy the literature read to them even before they learn the skills of reading for themselves. This early enjoyment of literature is a strong motivational factor in helping them master the decoding process. As soon as children learn to read the symbols of writing, they are encouraged to use these skills for pleasure in reading literature beyond that found in the basal program material. Literature as a motivating force and as a reinforcing factor in learning to read cannot be overemphasized.

Successful teachers of literature are those who share their own enthusiasm for reading and their own knowledge of books with the children they teach. Since much prose (and nearly all poetry) is meant to be read aloud, teachers can find abundant material for enjoyable experiences in oral reading. In every grade, teachers may select appropriate stories to tell, books to talk about, poems to recite, and books to read aloud. Sometimes a teacher should carry the full responsibility for oral interpretation; at other times the teacher should share the responsibility with children. Children can read in organized groups or with partners, helping each other with reading and discussing what they have read.

The classroom climate should be conducive to pleasurable reading. Children should be able to select books easily from a classroom library

as well as from a central library. They should have some free time every day to read and should be able to sit comfortably or perhaps to recline on a carpet. Children should have a part in organizing and administering room library procedures. They may help with reading clubs, literature bulletin boards, paperback auctions, book quotations for posters, and other activities to promote reading interests.

There should be a natural bridge from reading to writing--not a tedious book report, but an opportunity to write a response to a story or a poem. Sometimes children like to write a story or poem of their own after a stimulating experience with literature. Children's writing can then be featured on a bulletin board or in a class anthology.

The long-range objective of all instruction in reading and literature is to establish habits and attitudes conducive to lifetime interest in reading and enjoyment of its benefits. Children should therefore be supplied with a variety of books which satisfy their current interests and which lead them on to ever broader reading experiences.

Besides providing basal readers and literature anthologies on appropriate levels, teachers must be able to recommend books to suit the reading level and interests of every child. Among the many helpful references are these: Using Literature in the Elementary Classroom, NCTE, 1978; Literature and Young Children, NCTE, 1977; and Adventuring with Books: A Book List for Pre-K--Grade 8, NCTE, 1977. Teachers may refer to other booklists from NCTE and from the American Library Association, the National Council for the Social Studies, the Child Study Association of America, and the American Council on Education.

A Student's Skills and Concepts of Reading, 7-9

	Is Introduced	Is Reinforced	Is Used Competently
Word recognition and vocabulary			
Demonstrates ability to use phonetic elements, such as:			
Variant vowel sounds		7-8	9
Difficult blends		7-8	9
Diphthongs		7-8	9
Shows maturity of structural analysis through proficiency with the following:			
Root words		7-8	9
Prefixes		7-8	9
Suffixes		7-8	9
Compound words		7-8	9
Syllabication		7-8	9
Accents		7-8	9
Demonstrates accuracy in determining specific word meanings through context, modification of prefixes and suffixes, interpretation from root words, use of dictionary, clarification of word origins, study of synonyms, antonyms, and homonyms of increasing difficulty		7-8	9
Recognizes words for survival in community, economics, occupational and health areas, or in other daily life activities		7-8	9

	Is Introduced	Is Reinforced	Is Used Competently
Comprehension in silent and oral reading			
Determines the main idea in a passage		7-8	9
Recognizes the author's ideas stated or implied in sentences or paragraphs		7-8	9
Recognizes the significance of a group of paragraphs in supplying answers to questions		7-8	9
Finds the who, what, where, when, why, and how information in a written passage		7-8	9
Gets information from books or magazines as the basis of a report		7-8	9
Recognizes several points of view		7-8	9
Maintains power of reasoning		7-8	9
Identifies plot and draws conclusions		7-8	9
Draws conclusions from a set of different situations		7-8	9
Recognizes irrelevant statements in a selection		7-8	9
Notes significance of physical movements, such as eye movement, lip movement, head movement, and finger pointing		7-8	9

	Is Introduced	Is Reinforced	Is Used Competently
Reads for the purpose of applying information to a practical situation (including forms, applications, yellow pages, labels, dictionaries, and catalogs)		7-8	9
Skims for fact finding		7-8	9
Reads for retention and evaluation		7-8	9
Reads to improve rate		7-8	9
Reads for enjoyment		7-8	9
Determines main ideas and details from current sources of news publication related to government and law, nutrition, and materials related to family and personal money management		7-8	9
Reads signs commonly found in the community		7-9	9
Follows written directions and instructions		7-9	9
Distinguishes fact from opinion or fantasy		7-9	9
Work-study skills			
Uses more advanced library skills, such as:			
Card catalogue		7	8-9
Classification		7	8-9
Care of books		7-8	9

	Is Introduced	Is Reinforced	Is Used Competently
Handles periodicals or sources of information with respect to:			
Copyright		7	8-9
Date of publication		7	8-9
Footnotes		7	8-9
Tables		7	8-9
Graphs		7	8-9
Author		7-8	9
Introduction		7-8	9
Table of Contents		7-8	9
Index		7-8	9
Glossary		7-8	9
Title Page		7-8	9
Knows the use of the different sections of the newspaper		7-8	9
Demonstrates the ability to use:			
Pictures		7-8	9
Charts		7-8	9
Applies different rates to varied materials		7-8	9
Appreciation			
Reads to enjoy and appreciate:			
Plays		7-8	9
Novels		7-8	9
Magazines		7-8	9

	Is Introduced	Is Reinforced	Is Used Competently
Poetry		7-8	9
Author's views		7-8	9
Newspapers		7-8	9
Television programs		7-8	9
Textbooks		7-8	9

A Student's Skills and Concepts of Reading, 10-12

	Is Introduced	Is Reinforced	Is Used Competently
Word recognition and vocabulary			
Uses senior and collegiate dictionaries with ease and discrimination	10	11	12
Studies overtones of words and semantic derivations	10	11	12
Recognizes persuasive words and is aware of their possible influences	10	11	12
Improves word-analysis skills: phonetic and structural		10-11	12
Increases skill in handling prefixes, suffixes, and roots with help from Greek and Latin derivatives		10-11	12
Expands both general and technical vocabularies		10-11	12
Comprehension			
Remembers in organized form as much as is important for further thinking	10	11	12
Selects the meaning that conforms to the reader's purpose at the moment	10	11	12
Draws inferences from increasingly involved plot or sequence	10	11	12
Synthesizes two or more meanings to compare new ideas or opinions	10	11	12

	Is Introduced	Is Reinforced	Is Used Competently
Evaluates the author's point of view	10	11	12
Examines the author's statements for truth or discrepancies and for recognized propaganda	10	11	12
Adjusts to the broad scope of forms of writing and style	10	11	12
Finds reasons for events and actions in narrative and expository materials	10	11	12
Reads purposefully		10-11	12
Notes details		10-11	12
Gets the general meaning or significance of materials of increasing difficulty		10-11	12
Selects main ideas with accuracy and discrimination		10-11	12
Follows a sequence of ideas or events		10-11	12
Gets organizational idea of an article or chapter and relates details to it		10-11	12
Follows directions with accuracy and ease		10-11	12
Predicts outcomes from clues and inferences in increasingly difficult materials		10-11	12
Achieves efficiency and versatility in rates of reading for various purposes		10-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Writes in one's own words a good outline or summary of the selection read		10-11	12
Reads aloud with effectiveness and personal satisfaction		10-11	12
Relates own experiences to what the author has stated		10-11	12
Distinguishes between fact and opinion		10-11	12
Obtains both literal and figurative meanings		10-11	12
Reacts appropriately to mood, tone, and "message" of the selection		10-11	12
Applies materials read in the solution of problems		10-11	12
Draws analogies based on reading		10-11	12
Work-study skills			
Masters some formula or strategy for effective study	10	11	12
Creates best conditions for efficient study	10	11	12
Locates and selects material needed in books, reference materials, and subject indexes		10-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Skims skillfully for a variety of purposes: finding a certain fact, finding which questions a passage will answer, getting clues to organization and plot		10-11	12
Reads maps, graphs, charts, and diagrams with accuracy		10-11	12
Takes notes efficiently		10-11	12
Applies ideas gained from reading through discussion, entertainment, and practical application		10-11	12
Reading interests and appreciation			
Appraises quality of a publication	10	11	12
Reads books other than regular texts		10-11	12
Reads a newspaper		10-11	12
Finds and expresses satisfaction in an author's style in prose, poetry, and other representations		10-11	12
Reads as a favorite leisure-time activity		10-11	12
Widens scope and quality of reading		10-11	12
Engages in discussion of books, articles, and other types of readings		10-11	12
Uses television and other media to enhance reading		10-11	12

Reading in Literature, 7-12

While emphasis has been placed on a developmental sequence of reading skills, literature also comprises an essential part of the total reading program.

The quality and types of materials that a student reads are just as important as the skills he or she acquires while reading. To develop high personal standards in choice of reading, the student must become acquainted with authors who use the language most effectively and most artistically.

Realizing, however, that students develop taste in literature gradually, C. Robert Carlsen, in Books and the Teen-Age Reader, identifies the following stages in the reading preferences of young people.

Students in early adolescence, in grades five through nine, prefer the following types of stories: animal stories; adventure stories; mystery stories; tales of the supernatural; sports stories; stories of growing up around the world; home and family-life stories; broad, bold slapstick; and stories set in the past .

Students in middle adolescence, in grades nine and ten, prefer the following types of stories: nonfiction accounts of adventure, biography and autobiography, historical novels, mystical romance, and stories of adolescent life.

Students in late adolescence, in grades eleven and twelve, prefer books concerned with the following themes: the search for personal values, social significance, the strange and unusual human experience, and the transition into adult life.

As students mature in reading abilities, they will learn to grasp an

overall picture of character, setting, plot, and action; they will learn to distinguish essential from nonessential settings and flat characters from round characters. They will learn to appreciate the author's style of description and to follow the sequence of plot development. They will learn to draw inferences, visualize while reading, project themselves into a scene, and read critically and evaluatively. Finally, as students develop proficiency in reading skills and mature standards for selection of books, they will make reading for pleasure and information an essential part of daily life.

In providing literature for students, a teacher is guided in selections by student interests and student needs, recalling the words of Samuel Johnson: "A man ought to read just as inclination leads him; for what he reads as a task will do him little good."

In selecting literature, whether the classics or popular and adolescent novels, a teacher is guided by prepared book lists in addition to student interest. Among the excellent book lists prepared by the National Council of Teachers of English are Your Reading, for junior high school students; Books for You, for senior high school students; Guide to World Literature; Black Literature for High School Students; High Interest--Easy Reading; and Reading Ladders for Human Relations.

In selecting books, paperbacks, newspapers, magazines, and other types of media, the teacher should correlate language arts with other disciplines. The following themes from the Alabama Course of Study: Social Studies and the Alabama Course of Study: Humanities offer rich opportunities for exploration in literature:

seventh grade--self-understanding and self-development in a changing world; cultural heritage from the Eastern hemisphere

eighth grade--the student's present and future citizenship based on American history and law; career exploration; home and family

ninth grade--Alabama heritage; Alabama art and literature; disaster preparedness; contemporary world issues; anthropology; cultural heritage from European countries; heritage from American Indians

tenth grade--classical mythology; area studies, such as Asian, African, or Latin American; contributions of ethnic groups in the United States

eleventh grade--American literature; the American dream; current problems; constructive citizenship; home and family

twelfth grade--human issues and values; democratic processes; problem-solving techniques; English literature; world literature

Besides providing an array of literature to appeal to young people, the teacher should use many techniques to stimulate reading interest and to guide reading development. At all grade levels the teacher should occasionally read aloud to students and should have them read aloud in pairs or small groups. Some schools promote a silent reading time once a week for everyone--principal, faculty, staff, and students. Reports on literature should include panel discussions, improvisations, and other experiences that students enjoy.

Always, whether teaching basic reading skills or literature, the teacher should encourage students to read widely and should provide reading materials that will capture their interest and make them avid, discriminating readers.

Corrective and Remedial Reading

Although most reading programs are organized developmentally--an approach sufficient to meet the needs of the majority of youngsters--some additional programs are necessary if comprehensive services in reading are to be offered; hence, corrective and remedial programs are organized and implemented. Basically, these programs differ from developmental programs in three ways. First, the instruction is provided to students having special needs. Second, the instruction is usually provided in a special environment. Finally, the instruction may require that special techniques and materials be used.

Corrective reading instruction is provided to students who are participating in the developmental program. When the teacher ascertains that some students have gaps in their knowledge or deficiencies in skill development, these students receive additional instruction. Normally, this type of instruction is provided by the classroom teacher, and it is presented during regular class time. The techniques and materials used do not differ greatly from those used in the regular program, but a considerable amount of time is usually spent providing additional explanation and practice. In most cases, special hardware or software is not required. This form of instruction is provided using some of the same materials used in the basal text program--workbooks, supplemental books, or worksheets. Occasionally, reading kits that provide reinforcement through practice may be employed.

Remedial reading instruction, on the other hand, is provided to students who have serious deficiencies in reading which prevent them

from working up to their potential. Gilliland states that students are in need of remedial instruction if their reading levels, as measured by tests, are less than three-fourths the expectancy level of most students of their ages and mental abilities.[1] For example, if a sixth-grade student of average intelligence is reading on a fourth-grade level, this student is reading at a level that is less than three-fourths of what is expected. Consequently, such a student is a candidate for remedial training. It is important to realize, however, that all estimates of students' candidacy for remedial programs should be based on evaluations of expectancy, weighing each student's reading level, age, grade, and mental ability. It is, therefore,appropriate to make estimates of candidacy based on the cited disparities between grade equivalent scores on achievement tests and assigned grade placement.

Remedial reading instruction necessitates that it be provided by a teacher who has special training in reading. To acquire a description of this training, one should consult state certification documents.

The remedial reading teacher provides reading instruction in an area removed from the regular classroom. Normally, this room is equipped with the specialized hardware and software needed to provide the required instruction. Some of the hardware used should include programmed reading machines, tachistoscopes, controlled readers, special films, filmstrips, and tape recordings. Software should include series of books written for remedial students, high interest-low vocabulary books, and a variety of

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[1] Hap Gilliland, A Practical Guide to Remedial Reading (Columbus: Charles E. Merrill Publishing Company, 1978), p. 47.

kits designed to provide specialized study opportunities in various skill areas.

The methods and techniques employed by remedial reading teachers should include some of the following: diagnostic and prescriptive teaching, individualized teaching, and teaching using specialized approaches like those of Fernald and Gillingham. Teachers who want additional information concerning the organization and implementation of remedial programs should refer to the textbooks included in the Bibliography. Additional information may also be obtained by contacting the State Department of Education.

Reading in the Content Areas

If students are to be taught successfully in the content areas, all teachers must play an active role by providing ongoing reading instruction. Initially, this task necessitates that three basic conditions must be met. First, the content teacher must identify--as closely as possible--the instructional reading levels of the students in the class. Second, the content teacher must insure that the readability of the materials being used with a class is not more difficult than the students' reading abilities. Finally, the content teacher must organize and deliver effective instruction compatible with the characteristics identified above.

There are numerous means by which content teachers can ascertain the instructional reading levels of students. Here is one emergency method that teachers can use to determine whether or not a selection is too difficult for a student to read: Have the student hold up one finger each time he reads a word that he does not know and cannot understand from the context. When the student is holding up more than five fingers, after reading one page or less, the teacher can suspect that the material matches the student's frustration level. When five or fewer fingers are raised per page, this is an indication that the material may match the student's instructional level.

Many teachers prefer to use formally published reading inventories in order to estimate a students' reading levels. These inventories offer a relatively quick and easy means of assessing reading ability. There are at least six or eight commercial inventories which may be purchased from publishers of educational materials. Some of the inventories more frequently used by teachers in our state are identified in the Bibliography.

Other sources of inventories include those which accompany basal text series or those which are parts of large diagnostic batteries.

If published inventories are not used, content teachers can estimate the instructional reading levels of their students by evaluating each student's success in reading (orally) and answering questions about a series of graded passages. By using this technique, various levels of reading ability are ascertained. The instructional reading level is identified by applying the following criteria:

Word recognition:	This involves calculating the percentage of words correctly identified when the passage is read. When the student correctly identifies 95-98 percent of the words, this indicates that the student is reading at the instructional level in this material.
Comprehension:	This involves calculating the percentage of questions correctly answered. When the student correctly answers 75-89 percentage of the questions, this indicates that the student is reading at the instructional level in this material.

Using the criteria presented above, teachers can with a minimum expenditure of time and energy acquire an estimate of their students' reading abilities. Once this is accomplished, the teacher can begin to make other important decisions. The next decision usually involves matching the students with materials having a readability compatible with the students' reading abilities.

A relatively quick method of ascertaining the approximate readability of materials involves checking the teacher's guide provided by the publisher. If, however, teachers prefer to perform their own readability evaluations, there are many methods available. Some of these include

those developed by Fry, Flesch, Spache, or Dale-Chall. See the Bibliography for reference sources providing information describing the use of these methods.

After a desirable match has been identified between the students' reading abilities and the readability of the materials being used, content teachers must strive to deliver effective instruction by organizing and presenting lessons in a meaningful way. Initially, this may be done by conforming to a Directed Reading Lesson approach. A suggested sequence of steps is listed below.

a. Establish the purpose for reading the selection;

b. Discuss the general subject of the selection and relate it to the students' experiential backgrounds if possible;

c. Discuss the major concepts developed in the selection;

d. Study technical or other vocabulary words that students probably will not know in the selection; it is best to study new words in a meaningful context;

e. Preview the selection by reading the title, looking at illustrations if there are any, and skimming each paragraph in the selection;

f. Read the selection carefully and evaluate it in some way.

In addition to the daily delivery of well-organized instruction, content teachers may enhance the reading ability of their students by exposing them to the following study methods:

Directed Reading Thinking Activity: This method involves the introduction of the selection, directed silent reading, comprehension check and skill building, oral rereading, and a repetition of all of the steps when needed.

ReQuest Procedure:	This method includes the preparation of materials, the development of readiness, development of student questioning behaviors, silent reading activity, and follow-up activities.
Study Guides:	This method involves the development of guides for the readers. The guides are statements or questions which help to develop a student's understanding of and ability to deal with levels of comprehension, the organizational patterns of the text, and the specific skills these might require.
Structured Overviews:	This method provides a systematic approach to reading the material. Pictures or schematic diagrams are developed and provided to aid the students in their study of the technical vocabulary in a selection. It involves selecting the words, arranging them in some order or pattern, studying the pattern and adding previously learned words or ideas; then the overview is studied.
S.Q.3R.:	This method provides a systematic approach to study-type reading. The steps include surveying the material, asking questions about it, reading it, reciting it, and reviewing it.
U.S.S.R.:	(Uninterrupted Sustained Silent Reading) This is a method that promotes reading. There are three basic rules: (1) everybody in the school or class reads at an assigned time; (2) there are no interruptions during the assigned reading time; everybody reads; (3) no one will be asked to report what he or she has read.

While the methods and techniques described above are representative of desirable approaches to teaching content reading, this presentation incorporates only some of the most frequently used concepts. In order to acquire a more comprehensive exposure to this subject, teachers are advised to consult some of the excellent textbooks which are listed in the Bibliography.

MINIMUM REQUIREMENTS FOR WRITING

Writing is an essential form of communication which greatly extends human powers. It provides a mind-bank; a personal means of recording, storing, and recalling information and experiences for days or years. As an instrument of communication it is useful in studies, in correspondence, and in all occupations. On the wings of books, periodicals, and scripts for broadcasting, it crosses chasms of time, space, and culture. As a tool of human progress, it facilitates planning, organizing, directing, evaluating, clarifying, reforming, and idealizing.

In order for students to learn how to write, they must write! As they recognize how writing extends their own powers, students want to learn to write well. Accordingly, an instructional program in writing should provide a means through which students express their ideas and feelings clearly, develop an understanding and appreciation of other people's writing, and cultivate their own creative talents. Opportunities for writing should be given every day. Practicing the writing process is an important facet of writing instruction.

A good school program should provide rich experiences in listening, speaking, reading, observing, working, and playing so that the students will have a storehouse of ideas and opinions about which to write. The language arts components of reading and speaking are especially important in facilitating the writing process. Through reading, the students not only become aware of different ideas or opinions but also are exposed to styles and forms of writing. The actual verbalization of ideas helps students organize their thoughts for writing. The teacher has the respon-

sibility of arranging each student's writing tasks in a manageable sequence, step by step, so that the student can succeed and progress. Preparation for writing instruction should include not only generation of interest and purpose but also instruction in one or more specific writing techniques. During writing sessions, the teacher should be ready to give assistance and encouragement. There should be a balance between fostering creativity and demanding grammatical accuracy.

Constructive follow-up of writing could include activities such as the following: appreciative sharing of compositions, teacher-student conferences, class attention to a common problem, filing of each new composition in the student's cumulative folder so that he or she can see progress, pairs of students working on revisions, display or publication of revised manuscripts, and preparation for the next writing.

In a well-planned writing program, the students enjoy freedom to think for themselves, but also discover the advantages of self-discipline. For writing to be comprehensible and effective, students must practice conventions of form and principles of rhetoric. As soon as they see the purpose of a particular skill, they should be given the opportunity to master it. Through many experiences in reading and writing, students learn complex skills of syntax, spelling, handwriting, organization of thought, capitalization and punctuation. Through many experiences of having their writing read and discussed by other people, students discover how to make it informative or entertaining as well as clear, concise, and coherent.

Writing should be taught in social studies, science, and other content areas as well as in language arts classes. It should also be an integral part of career education.

The writing component of the Alabama Course of Study: Language Arts is divided into elementary and secondary sections. The elementary section includes functional writing, spelling, handwriting, and creative writing. The components of writing in the secondary school are addressed separately.

Minimum Requirements for Functional Writing, K-6

As a vital component of communication, the development of one's writing skills, including those of functional writing, increases in importance throughout the years of one's life. Learning how to express ideas and thoughts in writing incorporates various skills, such as those of speaking, reading, and listening. By using these skills in conjunction with thinking, students become truly involved in the writing process.

The development of writing skills is dependent upon any pre-writing experiences that involve using and hearing language. Children need rich and varied experiences with oral language in which they have the opportunity to learn and to experiment with new words and figures of speech. Children need to hear and read others' writing, which can serve as a stimulus for their own writing or as a model for style.

When students begin writing, they should be encouraged to experiment with new ways to use language. Creativity needs encouragement.

Students should be taught early how to proofread their own writing for errors. Proofreading should follow the creative effort and lead toward a finished product. When teachers check papers, they should emphasize strong points instead of just magnifying mistakes. Too much attention focused only on mistakes stifles creativity.

A Student's Skills and Concepts of Functional Writing, K-6

	Is Introduced	Is Reinforced	Is Used Competently
Learns the basic elements of usage			
Expresses ideas orally through the cooperative efforts of others	K-1	1	2-6
Expresses ideas orally in simple sentences	K-1	1-2	3-6
Labels pictures	1	2	3
Capitalizes the first word in a sentence	1	2	3
Uses a period to complete an abbreviation of common titles	1	2	3
Identifies singular and plural forms of nouns	1	2	3
Adds s to form plurals of nouns	1	2	3
Copies numerals, words, and sentences from a model	1	2	3-6
Chooses verb to agree with subject	1	2	3-6
Identifies present and past tense of verb	1	2	3-6
Capitalizes the pronoun I	1	2-3	4-6
Organizes parts of sentences in meaningful order	1	2-3	4-6
Uses an apostrophe in a contraction	1	2-3	4-6

	Is Introduced	Is Reinforced	Is Used Competently
Begins sentences with capital letters	1	2-4	5-6
Capitalizes proper nouns (including titles)	1	2-4	5-6
Uses a period at the end of a statement	1	2-4	5-6
Uses a question mark at the end of a question	1	2-4	5-6
Uses an exclamation mark at the end of an exclamation	1	2-5	6
Adds s or es to form plurals of nouns	2	3	3
Substitutes selected pronouns for nouns	2	3	3-6
Capitalizes abbreviations commonly used for proper nouns	3	4-5	6
Participates in writing improvement activities			
Writes numerals from oral request	2	2-3	3
Composes simple sentences	2	3	4-6
Composes questions	2	3	4-6
Proofreads own work	2	3	4-6
Uses commas in series, between month and year, and between city and state	2	3-4	5-6
Uses commas to set off a proper name in a direct address	2	3-4	5-6

	Is Introduced	Is Reinforced	Is Used Competently
Uses a variety of words to build sentences	2	3-5	6
Uses a comma in the greeting/closing of a friendly letter or thank-you note	2	3-5	6
Uses an apostrophe in the possessive form of a noun	2	3-5	6
Composes a thank-you note	2	3-5	6
Composes a friendly letter and addresses the envelope	2	3-5	6
Capitalizes titles of books, stories, and poems	2	4-5	6
Applies grammatical principles to writing (to include subject-verb agreement, noun form, pronoun use, pronoun-antecedent agreement, and present and past tenses of regular and irregular verbs)	3	4	5-6
Writes a message incorporating all necessary information	3	4	5-6
Writes sentences in a meaningful sequence	3	4-5	6
Composes a paragraph containing related sentences	3	4-5	6
Composes a paragraph with a topic sentence	3	4-5	6

	Is Introduced	Is Reinforced	Is Used Competently
Uses quotation marks when writing conversation	3	4-5	6
Strives for fluency			
Uses a period at the end of a command or a request	4	5	6
Composes compound sentences	4	5-6	
Recognizes that the addition or omission of parts of a sentence affects the clearness of an idea	4	5-6	
Composes a simple business letter and addresses the envelope	4	5-6	
Takes brief notes	4	5-6	
Composes sentences using connectives	5	5-6	
Refines skills			
Composes sentences to compare and contrast ideas	5	6	
Composes sentences that show cause-and-effect relationships	5	6	
Composes complex sentences	5	6	
Uses quotation marks around titles of chapters, articles, short poems, and short stories	5	6	
Develops a simple outline to use in writing reports	5	6	
Chooses words to fit context	5	6	
Understands that the meanings of words will change because of context	5	6	

	Is Introduced	Is Reinforced	Is Used Competently
Uses multiple-meaning words appropriately in context	5	6	
Writes summaries of published materials	5	6	
Writes brief reports	5	6	
Uses quotation marks when quoting directly from a source	5	6	
Composes a simple bibliography	5	6	
Uses commas to set off appositives	6		
Uses a comma when needed in a compound sentence	6		

Minimum Requirements for Spelling, K-6

Spelling is a tool of the total communication process. Accurate spelling facilitates both the expression of the students' own thoughts in written form and their reading of other people's thoughts.

A spelling program should help students attain these goals:

1. Find purposes for communicating some of their own ideas in writing.
2. Spell correctly the words which are meaningful or useful to them in their own writing.
3. Form effective study habits for spelling.
4. Develop an interest in correct spelling and take pride in the ability to spell.
5. Find a method best suited to them for learning to spell words they need in their writing.
6. Develop independence in the use of spelling study skills.
7. Develop attitudes and habits that promote ease of expression in writing.

For students to attain these goals, the spelling program must fit their background of experience, their learning capacities, and their needs as learners and writers. Words studied should be those functional for them at their own level of growth.

The teacher chooses spelling words from three main sources--the students' personal lists made from words they use in their own writing, vocabulary the students are using in their other current activities, and spelling textbooks containing a core of words commonly used by children and adults.

When spelling textbooks are used, the teacher should choose books of appropriate levels and adapt the contents to the needs of students. Whatever the source, words should be chosen for their usefulness in students'

own listening, speaking, reading, and writing. Students' word power and spelling independence, not just drill, should be stressed.

Ideally, spelling should be integrated with all subjects of the curriculum and should receive attention throughout the school day. Most students cannot be expected to learn the spelling of all words encountered in the content areas, but they should be helped to learn words of special importance.

For enrichment of the spelling program, teachers could offer such studies as the way language grows and changes, interesting word derivations, prefixes and suffixes, synonyms and antonyms, word inventions, and word connotations.

A Student's Skills and Concepts of Spelling, K-6

	Is Introduced	Is Reinforced	Is Used Competently
Readiness phase			
Develops a spelling awareness	K-1		
Has knowledge of the alphabet	K-1		
Sees that words are composed of different letters	K-1		
Hears differences in the ways words are said	K-1		
Uses and understands the spoken language	K-1		
Relates spoken language to printed symbols	K-1		
Recognizes some words, such as own name and labels of objects	K-1		
Written phase			
Copies words correctly	1	2-3	4-6
Copies sentences correctly	1	2-3	4-6
Uses available sources of help in spelling words--picture dictionaries and commercial dictionaries	1	2-4	5-6
Uses the process of reception--recognizing letters, noting their sequence, and associating sounds and knowledge of word structure with sounds individually or in patterns	1	2-5	2-6

	Is Introduced	Is Reinforced	Is Used Competently
Uses the process of recall--remembering the sequence of letters and/or making associations which aid in achieving the correct sequence	1	2-5	6
Learns to spell most words needed in student's writing (to include days of week, months, and numbers from one to one hundred)	1-3	2-4	5-6
Begins to proofread for spelling errors	2	3	4-6
Distinguishes between spelling of common homonyms in writing by understanding the meaning of these words in context	2	3-5	6
Begins to develop the ability to use derived forms through discovery of and/or instruction in spelling generalizations (prefix and suffix additions, open and closed syllables, consonant- le, ei- ie)	2-5	3-6	6

Minimum Requirements for Handwriting, K-6

Handwriting should be viewed as a means of expressing ideas and not as an end in itself. Because writing refines the thinking process, the handwriting through which these ideas are expressed should be neat and comfortable for the individual to use. Therefore, the goals of handwriting are to teach the child to write legibly and at a speed appropriate to the purpose of communication and thinking.

Handwriting is a complex skill involving muscles and mind, and its mastery is closely related to the physical and mental development of the child. The forms of letters and movement in making the letters need direct teaching daily at all grade levels. This is not to say that handwriting skill instruction should be divorced from other segments of language arts instruction. On the contrary, most of the activities for teaching handwriting improvement include careful attention to handwriting in connection with all assignments. Evaluative criticism and recent research indicate that a combination of systematic instruction and incidental instruction achieves the desired result of legible handwriting.

In manuscript and in cursive writing, there is a need for specific instruction in letter formation, size, shape, slant, spacing, and alignment. Students should also be taught how to sit, how to hold a pencil, and how to position paper. Neat writing habits, lack of tension, pleasant attitudes, and self-evaluation are other attributes to be encouraged. This direction, however, should be the base for further instruction rather than a replacement of incidental instruction in other assignments.

Realizing that ideas can be expressed through writing, young children

approach handwriting instruction with enthusiasm. This positive attitude can be maintained, and habits of neat, legible writing can be developed by teachers through proper instruction and by students through analysis of their own written work. An analysis would include the evaluation of letter formation, spacing, slant or lack of slant, alignment, and neatness. This diagnostic approach to handwriting should be encouraged until it becomes a habit.

Customarily, cursive writing is introduced at the end of the second grade or at the beginning of the third grade when most children have developed physically and mentally to the point where they can use it successfully. As a transition is made from manuscript to cursive writing, the similarities between letter forms of the two systems are pointed out to the learner. This knowledge helps the individual in the transition to writing a new system of symbols.

Attention should be given to left-handed children who may find writing uncomfortable and tedious if they try to follow all directions given to right-handed children. Such children need to be given instruction in the way to position the paper, hold a pencil, etc., which will make the writing easier and clearer. Teachers need to know how to meet the needs of left-handed students. Guidelines for instructing left-handed students may be found in most teacher manuals.

Handwriting Readiness Activities for Kindergarten and Grade One

Cutting and pasting
Finger painting
Crayon drawings
Working with puzzles
Modeling with clay
Playing simple musical instruments, such as drums, xylophones, portable pianos and organs, and student-made instruments

Drawing or scribbling in sand, in air, or on the chalkboard
Group or individual drawings which include circles and straight lines

Handwriting Transfer Activities for Kindergarten or Grades One and Two

Following directional guides in letter formation
Labeling pictures
Writing on chalkboard
Experience chart writing by teacher, groups, or individual

A Student's Concepts and Skills of Handwriting, K-6

The concepts and skills described here are needed for the child to develop legible handwriting at a flexible speed. They are given as a guide to stimulate the thinking of teachers and are not presented as rigid requirements.

	Is Introduced	Is Reinforced	Is Used Competently
Develops concepts related to writing			
Knows that writing is an important form of communication	K-1	2-6	
Demonstrates a positive attitude toward handwriting	K-1	2-6	
Knows directions of left and right	K-1	1	2-6
Knows left hand, foot, and side as opposed to right hand, foot, and side	K-1	1	2-6
Recognizes size, shape, and spatial relationships	K-1	2-3	4-6
Enjoys producing clear, attractive, legible writing	1-2	3-6	

	Is Introduced	Is Reinforced	Is Used Competently
Recognizes similarity between manuscript letters and cursive letters	2	3	4-6
Develops appropriate physical and spatial habits			
Writes on wide-lined paper in manuscript	K-1	1	
Makes firm, straight lines	K-1	1	2-6
Holds writing instrument correctly and keeps paper in proper position	K-1	2-6	
Keeps letters well rounded	K-1	2	3-6
Observes two-finger margin at left side of paper	1	1	
Spaces letters closely and evenly within words	1	2	3-6
Places all letters properly on the line	1	2	3-6
Uses an acceptable sitting position and hand position	1	2	3-6
Follows instructions for beginning strokes and for direction of strokes to make letters	1	2-4	5-6
Follows instructions regarding size of letters and proportions of parts of letters	1	2-4	5-6

	Is Introduced	Is Reinforced	Is Used Competently
Follows instructions regarding spacing of letters and words	1	2-4	5-6
Sits fairly still with two feet on floor; leans slightly forward at desk that is correct height for him/her	1	2-6	
Positions paper correctly for cursive writing	2	3-4	5-6
Indents for paragraphs	2	3-5	6
Follows paragraph form	2	3-5	6
Slants cursive letters evenly, but not too much	3	4	5-6
Applies related skills and knowledge			
Writes name from memory	K-1	1	2-6
Recognizes and can say names of all the letters of the alphabet	K-1	1	2-6
Writes upper-case and lower-case manuscript letters	K-1	1-2	3-6
Listens to directions and follows them	K-1	2-6	
Writes all digits correctly	1	2	3-6
Takes notes either in manuscript or cursive writing or in both	4	5-6	
Makes transition and progress			
Practices neatness in all handwriting	1	2-5	6

	Is Introduced	Is Reinforced	Is Used Competently
Connects letters within a word without lifting pencil	2	3	4-6
Writes cursive letters	2	3	4-6
Proofreads handwriting	2	3	4-6
Adjusts muscular movement for the transition from manuscript to cursive	2	3-4	5-6
Maintains skill in legible manuscript	2-3	4-6	
Writes easily and clearly in cursive writing	4	5	6
Writes with the speed necessary for the task at hand	4	5	6
Makes a neat, final copy after proofreading	4	5-6	
Uses pen in writing	5	6	

Minimum Requirements for Creative Writing, K-6

Creative writing flourishes in an atmosphere where children feel free to express themselves. Arnold B. Cheyney, in his book The Writing Corner, states, "Creating an atmosphere for writing is basically helping children use their minds to their fullest potentialities."[1] Stimulation and encouragement to write will evolve from enriching, vivid experiences.

The creative writing program in the elementary years should begin as early as possible. Students in kindergarten can compose stories orally about those things which are most familiar and interesting. As they begin to translate oral vocabulary into writing, they should focus upon written expression of increasing complexity.

Using the functional writing section of this Alabama Course of Study: Language Arts as a guide, the alert teacher will note many opportunities for helping children develop creative writing abilities. There are numerous activities that can be used to encourage creative writing, such as picture files, unfinished stories, and specialized vocabulary cards. Several listings in the Bibliography contain creative writing activities.

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[1] Arnold B. Cheyney, The Writing Corner (Santa Monica: Goodyear Publishing Company, Inc., 1979), p. 17.

A Teacher's Method of Developing Creative Writing, K-6

Motivate the child:

- With skits based on episodes in the lives of great men and women
- With dramatization of folk tales
- With songs and dances from far-away places
- With puppet shows and planning of backdrops
- With plays
- With any other good experience stirring the imagination

Develop vocabulary:

- Interpreting sensory impressions
- Keeping folders of vivid words
- Using word cards

Review the forms of writing:

- Stories
- Poems
- Plays
- Other works

Provide a time for writing

Share the composition

Improve the composition

Display or publish the composition

A Student's Skills and Concepts of Creative Writing, K-6

	Is Introduced	Is Reinforced	Is Used Competently
Learns to listen, observe, and respond			
Expresses feelings and emotions	K-1	2-6	
Observes surroundings and responds by describing and discussing	K-1	2-6	
Listens to the writing of others and responds appreciatively	K-1	2-6	
Enhances thinking processes, especially imagination and divergency	K-2	3-6	
Discovers satisfaction in written expression			
Finds personal release and satisfaction through self-expression	K-1	1-6	
Creates stories	K-1	2-6	
Discovers new and exciting ways to use words	K-1	2-6	
Enjoys creative writing	K-3	2-6	
Develops desire to continue writing through the years	2-6	3-6	
Expands expressive capacity			
Expands ideas with interesting details	2	3-6	
Uses descriptive words and phrases	2	3-6	
Improvises unusual twist to stories	3	4-6	

	Is Introduced	Is Reinforced	Is Used Competently
Shares creative experiences by verbalizing in collaboration with others	3	4-6	
Makes original comparisons	4	5-6	
Varies sentence pattern, structure, and type	4	5-6	
Uses surprise ending	4	5-6	
Employs humor in writing	5	6	
Uses imagery effectively	5	6	
Creates spin-off from traditional or popular stories	5	6	
Uses word play in composition	5	6	
Refines and transfers skills			
Develops writing skills through independent creative activities	2-6	3-6	
Develops practical language skills useful in all kinds of writing	2-6	3-6	
Understands the importance of various motives in writing	3-5	6	
Learns to write with personal integrity	4-5	6	

Jacques Barzun, noted author and teacher, has observed, "Good writing is and has always been extremely rare. I do not mean fine writing, but the simple, clear kind that everyone always demands--from others. The truth is that simple English is no one's mother tongue. It has to be worked for."

To attain this simple, clear kind of writing, both teacher and learner must be willing and able to think clearly and to work hard. If classes are too crowded for individual attention and theme reading, writing suffers. If students and teachers are not listening to each other, writing suffers. If students are poor readers, writing suffers. If students have been discouraged by excessive red-penciling, writing suffers. If some teachers would rather teach literature most of the time, writing suffers. If formal grammar usurps the composition period, writing suffers.

A persistent problem has been the erroneous opinion that instruction in grammar can substitute satisfactorily for instruction in writing. In Four Problems in Teaching English: A Critique of Research, J. Stephen Sherwin states, "Research still overwhelmingly supports the contention that instruction in formal grammar is an ineffective and inefficient way to help students achieve proficiency in writing."[1] Grammar should not be taught in isolation but should draw from and feed into the listening, speaking, reading, and writing programs.

Alabama teachers have noted students' difficulties with the writing

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[1]J. Stephen Sherwin, Four Problems in Teaching English: A Critique of Research (Scranton: International Book Co., 1969), p. 168.

sections of the Alabama Competency Test. Alabama is not alone, however, in the report of deficiencies in writing. As reported by the National Commission on the Reform of Secondary Education, "Perhaps the most distressing finding in the National Assessment is the low level of competency in the mechanics of writing at every age level. The evidence mandates increased emphasis on these skills, even at some cost from reduced emphasis on the teaching of literature."[2]

However, the Alabama writing scene has its sunshine too. Writing programs are succeeding wherever administrators and teachers and taxpayers have created writing classes small enough for individual attention to young writers and their compositions. Writing programs are succeeding in friendly classrooms where interesting experiences motivate writing. Writing programs are succeeding whenever teachers draw from a treasure trove of ideas for writing. Writing programs are succeeding whenever teachers apply that old, valid formula for a writer, "Read, read, read, and write, write, write!" Writing programs are succeeding when teachers and students rotate the roles of writer, reader, and constructive critic.

Paramount in successful programs is the teacher's belief that every young person can discover his own unique world by observing, communicating, living wholeheartedly, and writing. Such a teacher cherishes the privilege of encouraging that writing and visiting that special world.

Fortunately, many Alabama teachers are teaching writing well, and many others are doing the best they can in spite of unfavorable conditions.

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[2]The National Commission on The Reform of Secondary Education, The Reform of Secondary Education (New York: McGraw-Hill Book Co., 1973), p. 44.

Alabama schools can be proud of graduating thousands of competent writers, not only the winners of NCTE Achievement Awards and other writing contests but also all young people who are using their writing skills effectively in vocations, advanced studies, and community life.

This Alabama Course of Study: Language Arts highly recommends the kind of school environment and the quality of teaching conducive to good writing--and equally favorable to other language arts. Good writing is the peak of the mountain, signifying that all underlying parts are sound.

A Student's Skills and Concepts of Writing, 7-12

	Is Introduced	Is Reinforced	Is Used Competently
Writes sentences for various purposes			
Extending welcome or kindness	7	8-10	11-12
Expressing regret or sympathy	7	8-10	11-12
Offering congratulations or encouragement	7	8-10	11-12
Defining a word	7	8-10	11-12
Using a new word	7	8-10	11-12
Evaluating a speech	7	8-10	11-12
Supplying information	7	8-10	9
Asking a question		7-9	10-12
Giving an answer		7-9	10-12
Expressing a wish		7-9	10-12
Stating a personal attitude or opinion		7-9	10-12
Stating a request or an order		7-9	10-12
Describing how something looks, sounds, tastes, smells, or feels		7-9	10-12
Telling an action		7-9	10-12
Expressing thanks or appreciation		7-9	10-12
Stating a principle	8	9-11	12
Providing an example or an illustration	8	9-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Quoting a friend or a book	8	9-11	12
Explaining cause and effect	8	9-11	12
Showing comparison or contrast	8	9-11	12
Giving a reason	8	9-11	12
Stating an argument	8	9-11	12
Practicing various sentence patterns and sentence lengths	8-11	12	12
Making sentence outlines for a report or theme	9	10-11	12
Entering ideas in a journal or a diary	9	10-11	12
Writing a snapshot sentence of a person, an animal, a place, an action, etc.	9	10-11	12
Experimenting with sentence patterns after analyzing model sentences	9	10-11	12
Rewriting defective sentences from class themes	9	10-11	12
Writing sentences that provide transitions between paragraphs of a composition	9	10-12	12
Composing declarative, interrogative, imperative, and exclamatory sentences	9	10-11	12
Making sentence outlines of reading material	9	10-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Using balanced construction for comparison or contrast	10	11	12
Subordinating some ideas to others, appropriately using phrases and subordinate clauses	10	11	12
Revising sentences for clarity and sound structure	10	11	12
Writing brief critiques of listening and viewing experiences	10	11	12
Using rhetorical questions	10	11	12
Writing precis	11	11	12
Constructing loose, periodic, and inverted sentences	11	12	12
Writing original figures of speech	12	12	12
Composes friendly and business letters			
Writing an order letter	7	8	9
Writing a letter of request	7	8	9
Suiting language and contents to correspondent and intention	7	8-10	11-12
Using appropriate stationery and ink	7	8-10	11-12
Including requisite parts	7	8-10	11-12
Observing appropriate usage and standard form for letter and envelope	7	8-10	11-12

	Is Introduced	Is Reinforced	Is Used Competently
Creating a neat and attractive letter picture	7	8-10	11-12
Using correct titles and forms of address	7	8-11	12
Writing letters to friends and relatives		7-9	10-12
Writing thank-you notes		7-9	10-12
Writing bread-and-butter notes	8	9-10	11-12
Writing informal invitations and replies	8	9-10	11-12
Writing a get-well note	8	9-10	11-12
Writing a letter of complaint or adjustment	8	9-10	11-12
Writing a letter of sympathy	9	10-11	12
Writing a letter of application	9	10-11	12
Typing business letters if possible	9	10-11	12
Writing a congratulatory note	10	11	12
Writing a letter expressing a point of view, such as a letter to an editor or a letter to a public official	10	11	12
Writing formal invitations and replies	11	12	12
Completes forms neatly and accurately			
Job application	7	8	9-12

	Is Introduced	Is Reinforced	Is Used Competently
Check, stub, and deposit slip	7	8	9-12
School forms	7	8-9	10-12
Application for learner's permit or driver's license	8	9	10-12
Employee's withholding exemption form	9	10	11-12
Change of address form	9	10	11-12
Selling permit	9	10	11-12
Social security application	9	10	11-12
Other forms	10	11	12
Composes expository paragraphs			
Selecting a topic of personal interest	7	8-9	10-12
Limiting the topic	7	8-9	10-12
Writing a topic sentence to express both subject and attitude	7	8-9	10-12
Including supporting details that are interesting and valid	7	8-9	10-12
Following logical order	7	8-9	10-12
Using clear, specific language	7	8-9	10-12
Composing an appropriate title	7	8-9	10-12
Deleting sentences not relevant to topic sentence	8	9-10	11-12

	Is Introduced	Is Reinforced	Is Used Competently
Developing some paragraphs by example or illustration	8	9-10	11-12
Giving personal response to a book, film, recording, or work of art	8	9-10	11-12
Comparing or contrasting two subjects	9	10-11	12
Treating topics required by Alabama law, such as kindness to animals, conservation, temperance, etc.	9	10-11	12
Interpreting citizenship roles in keeping with themes of social studies	10	11	12
Writing on a variety of topics chosen from other disciplines	10	11	12
Writes expository compositions			
Using personal experiences, literature, social studies, science, health, etc., as sources of topics and information	9	10-11	12
Choosing and limiting an interesting subject	9	10-11	12
Gathering and organizing relevant information	9	10-11	12
Formulating a thesis, theme, or summary sentence that expresses a definite attitude	9	10-11	12
Making a topic or sentence outline	9	10-11	12
Using effective topic sentences	9	10-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Providing good transitions	9	10-11	12
Writing a rough draft	9	10-11	12
Conferring and revising	9	10-11	12
Writing and polishing a final draft	9	10-11	12
Sharing paper with group or class	9	10-11	12
Writes research reports of three to five paragraphs following the steps below			
Choosing and limiting an interesting topic, possibly related to another class	10	11	12
Locating three or more sources of information	10	11	12
Taking notes from sources	10	11	12
Organizing materials for writing	10	11	12
Outlining	10	11	12
Writing effective expository paragraphs, improving on previous techniques	10	11	12
Giving proper credit to references for ideas and quotations	10	11	12
Writing bibliography in a standard form	10	11	12
Revising and proofreading	10	11	12
Preparing a final copy in acceptable form	10	11	12

	Is Introduced	Is Reinforced	Is Used Competently
Writes narrative paragraphs			
Choosing an interesting happening, real or imagined	8	9-10	11-12
Identifying persons or characters	8	9-10	11-12
Explaining time, place, and circumstances	8	9-10	11-12
Telling what happened	8	9-10	11-12
Following chronological order	8	9-10	11-12
Using action verbs and specific nouns	8	9-10	11-12
Showing action rather than telling it	9	10-11	12
Using the narrative paragraph as an integral part of a longer composition: essay, short story, speech, etc.	10	11	12
Finding a theme or insight in the narrative	10	11	12
Writes descriptive paragraphs			
Finding an appealing subject	10	11	12
Observing with all senses	10	11	12
Selecting sensory details	10	11	12
Choosing order to arrange details: spatial, order of importance, order for contrast or comparison, etc.	10	11	12
Using vivid language--especially, strong verbs and specific nouns	10	11	12

	Is Introduced	Is Reinforced	Is Used Competently
Using fresh comparisons	10	11	12
Conveying dominant impression or mood through details and word choice	11	12	12
Using the descriptive paragraph as an integral part of a longer composition: sketch, short story, essay, etc.	11	12	12
Writes other papers selectively			
Responding to media	(Teachers may choose compositions from this list in accordance with students' readiness, personal needs, interests, and abilities and in accordance with content of a particular course.)		
Adapting a skit from a literary work			
Preparing a sports story			
Preparing a news story			
Preparing a news feature article			
Preparing an editorial			
Keeping a diary or a journal			
Creating a personal essay			
Creating an original poem			
Writing song lyrics, school yells, graffiti, and epitaphs			
Creating a fantasy, fable, parable, tall story, or humorous anecdote			
Creating a short story or a short short story			

	Is Introduced	Is Reinforced	Is Used Competently
Composing a descriptive sketch			
Recording an interview			
Penning an original epigram			
Reviewing a play, concert, art show, book, etc.			
Creating an original play			
Preparing a report for a class			
Writing a research paper			
Analyzing a literary work			
Preparing a debate brief			
Preparing a speech outline			
Preparing advertising copy			
Preparing a television or movie script			
Writing a magazine article			
Writing an essay for college admission or for a scholarship			
Applies grammatical principles to writing			
Placing modifiers sensibly	7	8-10	11-12
Controlling subordinate elements such as prepositional phrases and appositives	7	8-10	11-12
Punctuating and paragraphing dialogue	7	8-10	11-12

	Is Introduced	Is Reinforced	Is Used Competently
Punctuating quotations from references	7	8-10	11-12
Using correctly semi-colons, colons, dashes, apostrophes, and hyphens	7	8-10	11-12
Writing possessives, plurals, and contractions properly, using only the required apostrophes	7	8-10	11-12
Using prepositions idiom-atically	7	8-10	11-12
Analyzing patterns in model sentences and trying these patterns in own writing	7	8-11	12
Avoiding sentence fragments except those required in exclamations, dialogue, etc.	7	8-11	12
Consulting aids to correct writing, especially dictio-naries, thesauruses, and handbooks	7	8-11	12
Thinking before writing		7-9	10-12
Expressing each idea clearly and completely		7-9	10-12
Choosing words to fit meaning and function		7-9	10-12
Identifying subject, verb, and complements		7-9	10-12
Constructing effective sen-tences, including some with compound subjects and/ or compound predicates		7-9	10-12
Inflecting nouns and pronouns accurately		7-9	10-12

	Is Introduced	Is Reinforced	Is Used Competently
Substituting pronouns for nouns appropriately		7-9	10-12
Observing subject-verb agreement		7-9	10-12
Inflecting verbs accurately		7-9	10-12
Distinguishing between main idea and subordinate idea		7-9	10-12
Using end marks and commas correctly		7-9	10-12
Using correct forms of adjectives and adverbs		7-9	10-12
Using neat and legible penmanship		7-10	11-12
Taking care to spell words correctly		7-11	12
Differentiating between homonyms and other frequently confused words		7-11	12
Using acceptable manuscript form		7-11	12
Employing in writing the words learned through reading, vocabulary lessons, word games, and other methods		7-11	12
Expanding basic sentences by compounding and modification	8	9-11	12
Writing some sentences with more than one clause: compound, complex, and compound-complex	8	9-11	12
Dividing details into categories	8	9-11	12

	Is Introduced	Is Reinforced	Is Used Competently
Combining sentences to achieve coordination and subordination	9	10-11	12
Using correctly italics, parentheses, brackets, slashes, and ellipses	9	10-11	12
Recognizing and using abstract words and concrete words appropriately	9	10-11	12
Varying usage for formal and informal writing	9	10-11	12
Choosing standard English dialect unless the purpose of the writing is better served by nonstandard	9	10-11	12
Observing trends in contemporary usage	10	11	12
Using linking expressions to provide coherence	10	11	12
Mastering lists of spelling demons	10	11	12
Keeping personal lists to improve spelling	10	11	12
Revising to achieve clarity, conciseness, and desired emphasis	10	11	12
Being self-critical to eliminate dangling modifiers, run-on sentences, tense shifts, and other errors	10	11	12
Proofreading without being reminded	10	11	12

	Is Introduced	Is Reinforced	Is Used Competently
Choosing words to fit the context and purpose of the writing with attention to denotation, connotations, sound effect, imagery, etc.	10	11	12
Choosing words and images that are fresh, honest, and alive	10	11	12
Sharing writing with peers and teachers and parents for encouragement and helpful criticism	10	11	12
Serving as an appreciative and critical reader for peers	10	11	12
Preparing carefully the best of one's own writing for publication or classroom display	10	11	12
Using parallel structure effectively	10	11	12
Analyzing and solving problems of usage, such as unnecessary shifts in person, number, voice, and tense; inconsistency of tenses; lack of agreement of subject and verb or pronoun and antecedent; double negatives, etc.	10	11	12
Following style manuals for capitalization and punctuation	10	11	12
Recognizing and shunning cliches, loaded questions, defamatory labels, banal generalizations, false syllogisms, and other offensive practices in writing	11	12	12

	Is Introduced	Is Reinforced	Is Used Competently
Reading aloud a written passage to hear any ambiguity or awkwardness; then revising it for clarity and grace	11	12	12
Analyzing with honesty and discrimination the strengths and weaknesses of own writing	11	12	12

ALTERNATIVE PROGRAMS FOR MIDDLE SCHOOLS/JUNIOR HIGH SCHOOLS

Although the minimum requirements set forth on pages 9-10 of this Alabama Course of Study: Language Arts will be observed in the junior high or middle school, teachers may occasionally decide to offer mini-courses to serve special interests or needs. A mini-course of two to six weeks duration can be fitted into a regular semester without disruption of school schedules.

Any two or more teachers whose classes meet the same period can cooperate in team teaching the same mini-course, or they can regroup their students for different mini-courses. Among the popular subjects for such mini-courses are career exploration, environmental education, humanities, folklore, popular song lyrics, poets in the school, newspaper study, local authors, and class newspapers or magazines.

Another kind of alternative program that may be used successfully in the junior high or middle school is the combining of language arts with another discipline, usually social studies or fine arts. With careful planning, teachers can give each discipline due emphasis, yet demonstrate the interrelationships.

Interdisciplinary preplanning and supervision of field trips will increase their educational value. Trips may be arranged to art museums, wildlife refuges, zoos, literary and historical landmarks, the Space and Rocket Center, the Alabama Theatre, concerts, plays, ballet performances, sports events, television and radio studios, factories, businesses, the Alabama Capitol and Legislature, and other interesting places and events. Follow-up activities should include discussion, writing, and other language arts experiences.

Further ideas for enrichment appear in the section titled "Special Electives Related to Language Arts."

Teachers in middle schools and junior high schools are encouraged to send their alternative course outlines to the Alabama State Department of Education.

The answers to several questions will determine the feasibility of an alternative program in language arts. Do students in this school have special needs, interests, and aims not fulfilled in the present program? Are administrators and teachers willing and able to find the time to plan and the personnel to staff an alternative program? Are the necessary professional resources and instructional materials obtainable? Will parents and the community support the effort to create a better program?

If all answers are "Yes," English departments may pluck up the courage to proceed--even in the conservative and cautious climate of the early 1980's. Certainly, they will not expect to concoct a panacea. No language arts program has ever proved to be that.

In past years many good (though not perfect) alternative programs in language arts have been designed for Alabama schools. These programs have satisfied the minimum requirements of the Alabama Course of Study: Language Arts and have also offered students opportunities to choose courses to develop special skills, interests, and talents. Some of these alternative programs have been curtailed by dwindling funds, and others have been eliminated during the stampede back to basics. Faculties are salvaging what they can and trying to build anew.

As recommended in the previous edition of the Alabama State Course of Study: Language Arts, certain precautions should be observed in the designing of an alternative program. First of all, minimum requirements in listening, speaking, reading, and writing must be met, including those listed on pages 9-10 of this edition. Skill sequences and content pre-

requisites must be observed. If properly planned and implemented, an alternative program benefits students, heartens teachers, and pleases parents.

Suggested Procedures for Teachers and Administrators for Developing an Alternative English Program, 9-12

1. Bring together two or more teachers who are interested in exploring special programs.

2. Read and discuss references such as these: "English for the 1980's," English Journal, January, 1980; English Language Arts K-12, edited by Bernard O'Donnell, NCTE, 1973; A Critical Appraisal of Elective Programs by George Hillocks, Jr., NCTE, 1972; Recommended English Language Arts Curriculum Guides, annual publication annotating recommended guides, NCTE; Essays on Career Education and English, NCTE, 1980; Thematic Units in Teaching English and the Humanities, NCTE, 1980; Project APEX, Trenton Public Schools, Trenton, Michigan, 1970; and current issues of the English Journal.

3. Survey students' interests, aptitudes, achievements, and needs.

4. Consider whether these students can be served best by (a) the minimum requirements program outlined in previous sections of this Alabama Course of Study; (b) the minimum program plus certain electives; (c) a new program incorporating the minimum requirements, but also featuring a suitable variety of special courses in oral language, reading and literature, writing and grammar, media, English for remediation, English for advanced placement, etc.

5. If the desirable program appears to be the minimum program plus certain electives, see "Special Electives Related to Language Arts," page 127 of this volume.

6. If a new program with wider choice of courses seems preferable, then write a preliminary proposal for its development. Remember not to propose more courses than can reasonably be scheduled and taught.

7. Discuss the proposal with administrators, teachers, counselors, and students, winning their interest and support and welcoming their ideas.

8. With approval and assistance of administrators, schedule a series of planning sessions for teachers. Preferably these sessions should be conducted during released time or during a paid workshop.

9. In these meetings, organize teachers to write tentative (a) objectives; (b) methods; (c) sequence of course descriptions for each strand of English: oral language, reading and literature, writing and grammar, media, English for remediation, English for advanced placement, etc.; (d) lists of instructional materials and resources.

10. With assistance of administrators, try to arrange for teachers to visit schools that have courses similar to those being planned.

11. Invite consultants from the Alabama State Department of Education, teacher education institutions, or other high schools to contribute to planning sessions.

12. Decide what courses to offer on the basis of student questionnaires, competency test scores, aptitude test scores, interest inventories, and recommendations of faculty, students, and parents.

13. Observe minimum requirements listed on pages 9-10 of this Alabama Course of Study: Language Arts. Sequence the skill-building courses. In all courses, emphasize language processes, not merely content.

14. Write an outline for each course.

15. In cooperation with administrators, think of ways to obtain the necessary instructional materials for each course. These will include textbooks on the appropriate levels and may include paperbacks, magazines, newspapers, recordings, library books, reference materials, films, etc. Resource speakers and field trip opportunities may also be considered.

16. Prepare enrollment information for students and their parents. Include program rationale, course sequences, prerequisites, and course descriptions. Graduation requirements should be stated clearly.

17. Provide enrollment counseling.

18. From preliminary registration figures, decide how many sections of each course are needed.

19. Make teaching assignments on the basis of teachers' preferences, expertise, and equitable loads.

20. Work with administrators and teachers to design a workable master schedule of classes and to enroll students.

21. Evaluate and improve the program systematically.

22. Send course outlines to the State Department of Education.

Selection of Courses for an Alternative Program, 9-12

Each school should select a feasible number of English courses to meet the needs and interests of its students. Each course title should show the major emphasis of the course as well as its appeal to students. The catalog description of a course should include the following information: grade level and/or skill level, prerequisites, purpose, and content.

Course titles listed in the following pages are samples from many different schools. Obviously no one school can offer more than a few of these. Content and methods of teaching courses of a certain title will necessarily vary from school to school, depending again on needs and interests of students.

Oral Language Courses

Courses in this category strengthen fundamental listening and speaking skills and enable the student to research, organize, and present materials. Audience appreciation and critical judgment are promoted as well as sequenced skills for the speaker, debater, actor, director, or stage technician.

Sample titles:

- Communications
- Values and Concepts
- Speech Experiences
- Speech I and II
- Debate I and II
- Oral Interpretation
- Theatre I and II

Reading and Literature Courses

Courses in the reading category should enable a student to master reading skills and to improve personal reading habits. Course offerings may range from remedial reading in which basic skills are taught to advanced reading emphasizing comprehension, speed, techniques for content

areas, techniques for different genres, and personal selection of materials.

Sample titles:

Reading and Language Remediation
Corrective Reading
Developmental Reading I and II
Individualized Reading
Independent Study

Literature courses should encompass literary works past and present with emphasis on the interests and needs of students in the individual school. Each course should offer appropriate experiences for enjoyment of reading, expansion of interests and knowledge, development of reading skills, analysis of various types of literature, growth of critical judgment, understanding of people and the world, and clarification of values.

In keeping with graduation requirements, students must have at least one semester of reading of selections by American writers. Other literature courses may include writers of other nations.

Sample titles:

Literary Exploration
Introductory Literature
American Heritage
American Fiction
American Scene
Science Fiction
Humor and Satire
Myth and Legend
Utopian Literature
Ethnic Literature
Classical World Literature
English Literature
English Fiction
Poetry Seminar
Southern Literature
Drama
Shakespeare
Bible as Literature
Bible in Literature
Nobel Prize Authors
Contemporary World Literature
Great Books

Writing and Grammar Courses

A wide spectrum of writing and grammar courses should serve all students: those needing fundamentals of writing and usage and those seeking personal style and polished technique.

Sample titles:

Writing Lab I and II	Vocational English
Practical Grammar and Usage	Everyday English
Advanced Composition I and II	Business English
Technical Writing	Newspaper Staff
Journalism I and II	Yearbook Staff
Creative Writing	Literary Magazine Staff

Media Courses

Now that American boys and girls average more hours in front of the television set than in the classroom, importance of media cannot be underestimated. Every young person needs to study mass media and their effects on people. Courses in media should help students to develop personal standards for evaluation and selection of media. For interested students, courses should also offer opportunities to make recordings, slides, films, newspapers, or multimedia presentations.

Sample titles:

Mass Media and Contemporary Society	Creative Media
Critical Television Workshop	Newspaper Workshop
Creative Television Workshop	Filmmaking
Film Study	Senior Filmmaking

Advanced Placement English Courses

Many Alabama high schools are challenging able students with the college-level learning experiences of an Advanced Placement English Program. This program may take the form of an honors class, a strong regular course, a tutorial, or independent study. In some schools Advanced Level English is offered in grades nine, ten, and eleven , culminating in the twelfth-grade Advanced Placement English course. Wherever it exists, the A.P. English Program is meant to be thorough and thought-provoking, requiring more work than most high school courses and giving more oppor-

tunities for individual progress. In May each year, all interested students may pay a fee to take Advanced Placement examinations in English or other disciplines. Examinations are scored nationally by selected professors and A.P. teachers. On the basis of satisfactory scores in the A.P. English examination, students may enter sophomore-level English courses in one of the 1,700 cooperating colleges.

Advanced Placement Programs are not new, having flourished ever since their establishment in the mid-1950's. They are serving the educational needs of an increasing number of academically talented and ambitious young people in the 1980's. A free copy of the Guide to the Advanced Placement Program may be obtained from College Board, Publication Orders, Box 2815, Princeton, N.J. 08540.

SPECIAL ELECTIVES RELATED TO LANGUAGE ARTS, 7-12

Whether a school follows a minimum program as outlined in earlier sections of this course of study or develops an alternative program, the school should, if possible, offer one or more electives related to language arts.

Speech

Although listening and speaking are built into every year of the language arts program, schools may offer such additional courses as remedial speech, business communication, debate, forensics, public address, fundamentals of speech, and advanced speech techniques.

Theatre Arts

A course or series of courses in theatre arts may include any or all of the following: acting, directing, technical theatre (lighting, staging, costumes, makeup, properties), history of the theatre, business management, and Readers' Theatre.

Reading: Remedial, Corrective, or Developmental

For the student who reaches middle school/junior high school or senior high school with reading deficiencies, a reading course must be offered in place of or in addition to the regular English course. If it is offered in place of the regular English course, it should include listening, speaking, and writing skills as well as reading. The class should be small enough to facilitate individualized teaching, should have a variety of appealing materials on appropriate reading levels, and should be taught by a personable and well-prepared reading teacher.

For students who want to develop advanced skills, classes in develop-

mental reading could be instituted.

Ethnic Literature and Language

English teachers have found various ways of teaching the cultural diversity of the American language, American literature, and world literature. Fortunately, the latest editions of literature anthologies are featuring excellent selections by renowned men and women writers of many different ethnic backgrounds and nationalities. In particular, the American literature can now be viewed as rich and extensive, embracing far more than an Anglo-Saxon tradition. World literature anthologies are devoting more space than formerly to outstanding writers of Asia, Africa, and Latin America. Textbooks and other instructional materials afford interesting studies of dialectology and nonstandard language systems. Using these resources as well as supplementary reading lists, English teachers and their students can follow and admire the various strands of language and literature that weave the many-splendored fabric of human society.

While many English departments prefer the integrated courses in language and in literature, some may choose to offer units, mini-courses, or semester electives in dialectology, regional American literature, literature of designated ethnic groups (Black American Literature, Hebrew Literature, American Indian Literature, etc.), and national literature (Chinese, German, Russian, etc., in English translation).

Ethnic literature and language may be taught effectively as components of interdisciplinary courses. To create such courses English teachers may collaborate with teachers of foreign languages, social studies, art, music, humanities, etc.

Creative Writing

A course in creative writing should offer students opportunity to develop their special talents through study and practice of various forms and techniques.

A school may offer a separate course for publication of a literary and art magazine. Teachers interested in beginning or further developing a literary and art magazine should see the Alabama Course of Study: Language Arts Journalism Supplement which includes a course of study for literary magazines. This will be available through the Alabama State Department of Education, predicated upon approval of this supplement by the State Superintendent of Education and the State Board of Education.

Journalism

Whenever possible, a journalism course should serve as a prerequisite to work on the school newspaper staff. A school may offer special courses for publication of a newspaper and a yearbook. It is suggested that each publication be managed through a class rather than as an after-school activity.

Teachers interested in beginning or further developing a literary and art magazine should see the Alabama Course of Study: Language Arts Journalism Supplement which includes a course of study for literary magazines. This will be available through the Alabama State Department of Education, predicated upon approval of this supplement by the State Superintendent of Education and the State Board of Education.

Media

In addition to the media content of the regular program, media electives may be offered. Courses such as Film Study, Critical Television

Workshop, and Mass Media and Contemporary Society should help students to develop personal standards for evaluation and selection of media. Some students would be especially interested in courses in creative media, making their own radio programs, television programs, tape recordings, films, publications, and multimedia presentations.

Career English

From the earliest grades, career education is, or should be, integral with all academic courses including language arts. Career education should include development of appreciation and attitudes, self-awareness, decision making, career awareness, economic awareness, educational awareness, and skills and competencies. See Career Education Addendum to Alabama Courses of Study K-12.

Senior high school students may, however, need special English courses with career emphasis.

By surveying the career aims and aptitudes of students, faculties may determine what special courses ought to be offered. The changing career goals of girl students are noteworthy. The College Board report on one million high school seniors who took the Scholastic Aptitude Test in 1979-1980 shows that more girls than boys (18.8 vs. 18.5 percent) are now planning careers in business and commerce. Girls' interest in this field has almost tripled since 1973. Also 48 percent of the girls indicated they expected to complete four or more years of mathematics in high school. Robert G. Cameron, executive director of access services for the College Board, states, "These trends forecast that women will be seen in ever-increasing numbers in the work force and especially in the professions, business and commerce, communications, computer science-related and

engineering fields."[1]

Innovative teachers, alert to the career plans of girls as well as boys, can reshape existing courses or design new courses to meet changing needs. Among the possibilities for English courses with career emphasis are Vocational English, Everyday English (a special communications course for seniors only), Business English, Technical Writing, and Media Workshops.

Humanities

Although many subjects taught in Alabama schools lend themselves to a humanistic approach, some schools may decide to offer a special course entitled Humanities. Various patterns of organization are possible: themes of man, man and his arts, chronological survey of human philosophy, etc. Planning for a humanities course begins with an interdisciplinary team of teachers, including English teachers and others.

The National Endowment for the Arts and Humanities, Washington, D.C., may be contacted for assistance in organizing a humanities program.

Possibilities for a humanities course are explored in other volumes of the Alabama Course of Study, including Humanities, Humanities Supplement, Social Studies, Foreign Language, Visual Art, and Music.

Advanced Placement

See pages 125-126 of this volume.

English Programs for the Gifted and Talented

Research indicates that gifted children and young people have characteristic learning needs which are not adequately addressed in the regular

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[1]"Women's Career Plans Undergo Rapid Changes," Alabama Education Vol. 4, No. 3 (November 1980), 5.

school program. Alabama teachers and administrators are currently studying the many different types of giftedness; the means of identifying gifted children; creative processes and their development; and programs and strategies which expand, accelerate, and deepen the gifted child's education.

English teachers often assist in the development of programs and strategies for working with students gifted in English-related fields, such as drama, speech, creative writing, and the humanities. In this effort, English teachers may obtain valuable guidance from special education teachers and from the Alabama State Department of Education. Two of the helpful references are The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented by Joseph S. Renzulli (Creative Learning Press, Wethersfield, Connecticut, 1977) and ancillary materials for "Simple Gifts: Teaching the Gifted and Talented," adapted by the Appalachian Education Satellite Program's Resource Coordinating Center (University of Wisconsin-Extension, Madison, Wisconsin, 1977).

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